

## ENGLISH ABSTRACTS ENGLISCHE ZUSAMMENFASSUNGEN

### ABSTRACTS

**JUDITH KÖNEMANN** (p. 143)

**Solidarity Education: How the Christian Religion Can Contribute to It?:** Solidarity is a fashionable term nowadays. It can be encountered in almost all areas of social coexistence; mostly in contexts where (more) solidarity is being called for or in discussions about cohesion in modern society. While this has led to some devaluation in the meaning of the word, there are two underlying questions to be answered: 1. What is exactly behind the term ‘solidarity’? 2. To what extent are individuals able to display solidarity by themselves and can solidarity be taught with the help of training and educational processes? The present paper discusses both questions. The main focus will be placed on the connections between acts of solidarity and religious attitude or conviction and on pointing out how religion contributes to the learning process of solidarity. In this respect the thesis statement of the present study is as follows: religion is not a prerequisite for the ability of solidarity; nevertheless, due to the strong relationship between Christianity and solidarity, it can provide an important source of motivation. Following an extensive review of terminology, the study goes on to discuss pro-solidarity, which is a special form of solidarity aimed at the interest of others. In the next section a number of biblical examples are analysed in order to examine the relationship between solidarity and the Christian religion in detail and to identify solidarity as a religious and moral duty based on the principle of mercy. After these introductory theological considerations we will turn to presenting some practical perspectives in learning solidarity and argue for the unparalleled credibility and potential that Christianity has in teaching and consolidating solidarity. Although the Christian religion is not an indispensable medium of teaching such patterns of behaviour, it can make a significant contribution to the training and educational processes involved.

**Keywords:** pro-social behaviour, altruistic motivation, mutuality, mercy, training and educational processes, perspective taking, practices of recognition

**ANNA MARIA PENKALLA & STEFAN KOHLER** (p. 163)

**Urbanicity and Mental Health in Europe: A Systematic Review:** Urbanicity has been described as a risk factor for mental disorders. Findings differ across countries and psychiatric outcomes. Our aim was to systematically review quantitative studies of the relationship between urbanicity and prevalent mental disorders in Europe. EBSCOhost and PubMed databases were searched for epidemiological studies of European populations, published in English between January 2002 and October 2012, using the combination of keywords (urban\* OR environment\*) AND (mental health OR mental disorder OR psych\*). The eleven studies included in the review used studies used different measures of urbanicity. The types of mental disorders most often examined, on which we focus in the review, were mood and anxiety disorders, psychosis, and substance use disorders. Urbanicity was associated with mental health. Seven out of nine studies reported more mood and anxiety disorders in some of the urban areas compared to rural areas. Two out of three

studies indicated higher rates of psychosis in some more urbanised areas. Four out of six studies found more substance abuse with increased urbanicity. The same studies neither found any evidence for a relationship between urbanicity and mental disorders in several instances. Living in an urban environment in Europe can be a risk factor for mood and anxiety disorders, psychotic disorders, and substance abuse. More research is needed to understand which urban environment characteristics cause mental disorders.

**Keywords:** anxiety disorder, Europe, mental disorder, mental health, mood disorder, psychosis, substance abuse, systematic review, urbanicity, urbanisation

**JUDIT HERPAINÉ LAKÓ** (p. 178)

**The Issues of the Relationship of Grandparents and Grandchildren in the Light of Physical Activity:** This study focuses on the role of certain factors responsible for physical and mental health, paying particular attention to the relationship between the family – particularly the grandparents – and physical education. Nowadays, the involvement of grandparents into the education of grandchildren is of high importance for the families. Our research shows that today, when parents' work leads to a difficult and tough situation, the role of grandparents is very important in the life of the family. Our study clearly shows that the relationship of grandparents and grandchildren depends primarily on the quality of time spent together, i.e. on its content and emotional values.

**Keywords:** family, prevention, physical and mental health, value mediation, generations, protective factor

**MIKLÓS HELTAI** (p. 195)

**Sándor Karácsony's Impact on General Scientific and Pedagogical Thinking in the Second Half of the 20<sup>th</sup> Century:** Sándor Karácsony (1891–1952) was an original, creative and influential representative of Hungarian pedagogical, linguistic and philosophical thinking. As a secondary school teacher and a university professor he established a new school of thought with a lasting impact. The principle underlying his philosophy was that in education, in scientific research, and in all areas of life 'the other person' must be taken into account if we are to achieve valid results. In the 1970s and 1980s his former disciples and co-workers achieved significant results in various fields of science and education, such as mathematics, biology, linguistics, psychology and ethnography by applying and further developing his ideas, and many of them have also been responsible for new schools of scientific thought. Karácsony's pedagogical thinking is very much alive even today. Representatives of the third and fourth generations of teachers who are familiar with Karácsony's ideas believe that education takes place as a joint achievement of teacher and student if the two partners have respect for each other's autonomy, and on this basis they relate to the ideals and values of the school. After 1990 his disciples and their co-workers created several social organisations dedicated to the task of making his work known again to those concerned. A part of this work was re-editing his ten-volume educational theory based on interpersonal logic and interpersonal psychology, and in the past 23 years holding conferences to present his pedagogical principles, which continue to be valid even today, to teachers, students and parents.

**Keywords:** pedagogy, Hungary, communism, dictatorship, history, retrospect, helping profession, education, autonomy, impact

**GYÖRGY CSEPELI & RICHÁRD NAGYFI** (p. 220)

**Facebook-Diagnostics: Detection of Mental Health Problems Based on Online Traces:** Users of the social media network communicate with each other 24 hours a day. Their presence on Facebook leaves traces. Based on the analysis of the distribution patterns of the traces users had left, this paper aims to explore how mental states can be detected among Facebook users. Results of the analysis raise the possibility of the development of innovative methods for screening persons with mental problems among consumers and producers of online social media.

**Keywords:** social media, Facebook, scale-free distribution, mental health problems, HCSM (healthcare social media), depression, Big Data