

## INTRODUCTION

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The publication *Social and Health Aspects of Health Education*, issued within the Research Intent SCHOOL AND HEALTH FOR 21<sup>st</sup> CENTURY of Faculty of Education, Masaryk University, is another set of works that have been elaborated since 2005 by solution issues of relation of “school“ and “health“. Health as one of basic human priorities must be projected to programs of institutionalized cultivation of human beings represented by contemporary school. Responsibility for health is often discussed – but it is necessary to educate humans about their responsibilities. In this page we could bring more arguments for supporting need to study relation of “school“ and “health“ but we suppose it is better to refer to next pages of this publication.

In this introduction we would like to remind a new quality in health education, namely using computer technologies, which offers possibilities that are not nearly fully used in this field (see *J. Poráčová et all.*). Those new technologies can bring also negative effects, often we can speak about a certain non-drug-addiction, e.g. the mobile phone addiction (*M. Bucková*). Health education can bear both “small“ and “great“ topics. Ecological/environmental education we consider to be of a great relevance; it was studied by *H. Horká* and *Z. Hromádka*.

In health education the teacher’s personality plays an important and, by our findings, still not evaluated role. *S. Střelec* a *J. Krátká* traced tasks of class teachers and perceiving of the teacher by pupils as a prerequisite for real health education. *E. Řehulka* tried to apply analysis of personal stories for a deeper study of teacher’s personality; this method was used also by *M. Pavlovská* with regard to explication possibilities. In studying teachers there are important questions, however still considered with marginal attention: e.g. voice condition and principles of voice hygiene (*J. Frostová*), also using knowledge and experience of music therapy (*J. Gajdošíková Zeleiová*).

In spite of necessary holistic understanding of health, some research workers are focused more on individual components of health, with presumption that school must be engaged in prevention of mental and social health. Here the way to solution can be in cultivating “healthy“ relationships in social behaviour of teachers and pupils. A certain attempt to define of the “healthy“ relationship and its attributes is presented by *J. Řezáč*. Psychology solves this issue often in context of studies of social climate, here demonstrated in the research work of *J. Veselá* and *J. Strach*. Pupils and students are able to evaluate quality of a social climate but they are not a single determining force. Escalation of negative factors in school social environment can support existence of bullying. This phenomenon is not a new one but lately it is studied with a new intensity. This orientation proved to be suitable, which can be demonstrated in important results of studies performed by *M. Blahutková* and *M. Charvát*.

One of significant parts of health education is nutrition. It belongs to obviously interdisciplinary fields where a more substantial role of school should be supported; therefore any conceptual and research works are valuable. *J. Veselá* and *H. Staňková* dealt with eating habits of pupils at primary school. Analogical topics was studied by *I. Pavelková* and *V. Peterková* for Slovak Republic; in another text the authors asked the question whether the Slovak youth is obese – similarly as social pediatricists do in all developed countries of the world. Many problems of human sciences can not be appropriately seized without accepting gender criteria. The gender and food intake disorders were studied by *L. Zormanová*. *D. Holubová* prepared real instructions for teachers to support healthy lifestyle by using a project education for bio-foods. *B. Matejovičová et al.* presented research results on problems of nutrition of adolescent girls as a part of healthy lifestyle influencing somatic development. Recent changes in health care system lead sometimes to unintentional neglect of problems formerly handled by other means, e.g. keeping oral cavity hygiene as noticed by *M. Taliánová*. *K. Poslušná*, *H. Matějová* and *V. Březková* used similar methods for presentation of risk factors of adolescent girls osteoporosis.

Contemporary school must work with such information and fulfils such tasks that belonged formerly to the competence of the health care system only. *D. Zámečníková*, *P. Kachlík* and *I. Vaňurová* solved education of pupils suffering from chronic or other serious illnesses. The information manual on diabetic pupils was created by *M. Havelková*, *P. Kachlík* and *H. Hájková* to provide guidance for teachers. *T. Doležal* offered possibility of dramatic education in the educational project on epilepsy. Specific questions of child nutrition quality were studied by *A. Dostál*, *Ľ. Jakešová* and *J. Čajdová*.

The publication ***Social and Health Aspects of Health Education*** offers a wide and various spectrum of information on health education in the contemporary school system and a lot of effective procedures for prevention and therapeutic cooperation in the health care area. In this title we also introduce the corresponding part of one solution phase of the Research Intent SCHOOL AND HEALTH FOR 21<sup>st</sup> CENTURY realized by Faculty of Education, Masaryk University.

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