

The normative effect of the social body on the sport habit and drug use among 17-19 aged students

Ph.D. theses

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1. Introduction

One of the most interesting areas of today's social sciences is the analysis of body/physical representations and the health behaviour characteristics connected to them (Featherstone 1997, Csabai and Erős 2000, Vingender 2007). In modern societies the body and physical appearance play an increasingly important role in the development of the individual's identity. The body, representing symbolic meanings, is an essential element and regulator of extending self, self-boundaries and social relations. (Csabai and Erős 2002). The world of the sport is a special area of socialisation and although many aspects of the specific life situation of those involved in sports have been examined, body representation has received less attention. The social appearance of the body, sporting habits and the use of drugs fit in the system of values, habits and norms of a given society and culture. In Hungary we have witnessed fast and intense changes of the social processes in the past two decades, experiencing the growing anomie that has had a significant effect on the area of social integration. This situation is a good medium for deviant forms of behaviour, while the functions of social institutions have become weaker (Bollók et al.. 2009).

My doctoral dissertation examines the use of the body and it maps the relations between the social aspects of body representation, sporting habits and drug use. I am trying to answer the following questions: How can the issues of body use, body culture and drug prevention be efficiently incorporated in the pedagogical programme of public educational institutions? What kind of exercise and subject content can help the development of body representation and the usage of one's own body? How can we develop a relation between physical education, sports and other areas of learning in order to promote health?

To develop strong and lifelong health behaviour patterns it is essential to have special physical/body educational programs. These programs mean organized and planned support for the development of the social and psychic body representations besides the biological aspects. Our research focuses on how a material entity (the body) can interweave with a primarily spiritual, but otherwise somatically purposed, behaviour pattern, and how body culture relates to these

areas. What are the possible relations and causal correlations that we can identify?

2. Objectives

The problem of body representation, sporting habits and drug use is determinative in the development of the identity. This is particularly true during today's accelerated social changes and in the fight for social assertiveness. The aim of my dissertation is to draw up, by using a holistic approach, the relationship between the social body, sporting activity (in the broader sense of body culture) and the use of drugs.

The relevant issues of the topic and the research:

What authentic solutions do the social representation and use of the body offer to social integration and participation in the Hungarian society and culture of our days? Can we discover differences in the social proximity, conformity and the acceptance of the other's body in the case of physically active and inactive students? What kind of identity-forming effect, socio-cultural particularities can we discover in nutrition beyond its physiological significance among young athletes? Can we differentiate motivational factors and structures among the secondary school boys and girls involved in sports? What parallels and synergies can we demonstrate between body representations, doing sports and substance use? Can physical education (not in the meaning of physical activity, but in the meaning of the socialization of body culture) be an adequate tool for conscious body use and drug prevention?

2.1. Hypotheses

Based on the overviewed literature and in concordance with it, focusing on my aims, I have formulated the following hypotheses based on the issues of the research:

1. The social representation of the body is an essential field for the young, the main actors of postmodern society. They consider it a primarily important means and instrument for social success and prosper. I assumed that those young people who regularly do sports perceive and use their body differently from their non-sporting counterparts.

2. I assumed that physically active secondary school students are more accepting towards social proximity, in bodily adaptation and in distancing; they have more direct intersubjective and intercorporeal relationship, as sport itself implies a form of contact that has a deep and intensive socializing effect.

3. I assumed that society, culture and fashion give concrete and very clear norms that describe the parameters of the ideal, the useful, the successful body, and young athletes like to follow these prescriptions.

4. Based on evidence from the literature, I assumed that we can determine correlations and differentiate specific motivational factors according to gender, physically active/inactive groups and the type of sport (individual or team sports).

5. I assumed that the discrepancies between socio-cultural feasibility and acceptability of physical appearance can produce such social, cognitive and mental stress which can often lead to drug abuse.

3. Methods

3.1. Analysis of documents

Using the qualitative method, I examined the legislation concerning health promotion and possibilities of the implementation of this legislation: Act CXC of 2011 on Education, Decree No. 20/2012. (VIII.31.) EMMI on the function and name use of educational institutions, Decree No. 48/2012. (XII.12.) EMMI on the pedagogical-professional services, the institutions performing pedagogical-professional services and the conditions of participating in pedagogical-professional services, Government Decree No. 110/2012. (VI.04.) on the publication, the introduction and the implementation of the National Curriculum, Decree No. 51/2012. (XII:21.) EMMI on the publication and confirmation of framework curriculum, and one of the most important fundamental documents of health promotion, the Ottawa Charter (1986). The above mentioned documents refer to the principles of educational policy, the possibilities of educational planning, human resources, the framework and settings of implementation, the participating communities and the adaptation of all these aspects to the pedagogical program that aims the self-definition of the school.

3.2. Survey method

The population of our empirical survey consisted of students aged 17-19 (N=600), who answered a self-administered questionnaire. Representativity was ensured by random sampling method, the sample was compared to the general parameters of the age group, along basic socio-demographic dimensions and was weighted in accordance with the distributions in the population. The questionnaire had been validated by István Vingender with the contribution of the Semmelweis University, Faculty of Physical Education and Sport Sciences, Department of Psychology and the Semmelweis University, Faculty of Health Sciences, Department of Social Sciences in an earlier research and its reliability had been confirmed. The questionnaire contains a list of questions concerning the use of the body, the habits of body training, sporting career and drug use. The questionnaire used for data collection contained 63 closed-ended questions. Data collection took place in 2008, data were processed in 2009.

3.3. Semi-structured interview

The guideline of data collection was based on some pre-developed, open-ended primary questions, completed with some secondary questions which resulted from „ad-hoc” interest and the communicational situation. The interviews were conducted with girls and boys engaged in sport. The open-ended questions of the interview were organized around sport and organizational commitment, and the motivation and attitude supporting body modification: Why have you decided to have tattoos, what were your motivations? In which situations do you find tattoos useful or advantageous? Are there any tattoos characteristic to given sports or athletes?

With the synthesizing application of these three (quantitative and qualitative) methods, relationships between physical representation, sporting habits and substance (drug) use can be outlined.

4. Results

4.1. Analysis of documents

During the analysis I examined the causal aspects and consequences of the subject of the research. The legislation was influenced by the indicators of health status in the Hungarian population, and especially among the youth, which are weak even in an international comparison. The cultural content, the physical pedagogical and cultural anthropological interpretation of an up to date physical education substantially covers the area of health promotion. These contents and interpretations contribute not only to everyday exercise and the developing of body use, but also to living our days meaningfully, creating a healthy diet, personal and environmental hygiene, the development of sexual habits, reaching physical and spiritual harmony, the correction of body/physical differences, rehabilitation and the fight against behavioural deviances and addictions.

The issues examined in my dissertation (body representation, the body and its social environment, nutrition and its social aspects, sporting habits, motives and addictions) are related to many areas of body use, indicating a relevant direction in analysing health behaviour in schools.

4.2. Survey method: Body-, sport- and substance use entities – empirical evidence

4.2.1. The body

External physical appearance is extremely important for the generation surveyed. The preferences of external characteristics show a really homogenous image. It can be seen that the primacy of these external characteristics is not derived from the personality but norms, requirements from the outside world which the students try to adapt to. The different dimensions of external physical appearance do not constitute an organized and systematic scheme, young people consider their physical advantages and disadvantages randomly and not in an articulated order.

The self-image connected to the body diverges strongly, in the sense that self-esteem does not depend on a relevant, given idol, but on an undetermined, uncertain, undefined set of norms. Essentially this means that not only a group of young people, but their entire set

„can” be unsatisfied with their appearance, even if they can find compensations in other contexts.

The opinions and beliefs of young people about external physical features and their social role are absolutely homogeneous in their structure, differentiated neither by gender, nor by sporting habits.

Physically active young people, especially those involved in team sports, tolerate being in a crowd better and they are more relaxed in the company of strangers than inactive students, but they are more embarrassed by the presence of homosexuals. They approach strangers more bravely and they do not keep so much distance, and these facts support the observation that students who are physically active make acquaintances more easily. The social aspects of sporting activities support social acceptance and reduce the intolerance towards those who are different (however in the case of homosexuals, this cannot be clearly demonstrated). Moreover, athletes have more social and interpersonal relations and they have more patterns to communicate with adults, persons with authority and strangers as well.

Our results show that physically active male students consider their eating habits healthier than physically inactive boys. Athletes eat considerably more vegetable and fish. Among those who do sports regularly vitamin consumption is high and few of them consume dietary supplements. Examining health status, health behaviour and psychosocial factors, we can find correlations between poor diet, abnormal body weight control and obesity, dissatisfaction with body weight and low socio-economic status.

4.2.2. Sport

External motivation are classified as Competition, success oriented motivation as well as External Accommodation to their content. Our results suggest that competition, contest and victory are the important factors for male students and their female peers prefer external adequacy and other’s opinion. The physically active students emphasize performance and the importance of good results; they need the acceptance of others, teammates and family. The inactive youth think training itself brings pleasure. Those who are active in team sport are driven by victory over others. Among team sportsmen/women, as opposed to individual athletes the external

accommodation factors play the major role. They place importance on cooperation, future, career perspectives and the opinion of others.

Internal motivations include physical fitness, health and sportsmanlike attitude and Hedonistic motivation. The important factor for male students is to beat their own benchmark, while their female peers aim to feel good. Ladies also believe in the importance of healthy living and physical strength and through this in maintaining a better physic and sports give them better appearance. Young active sportsmen and women inspired to win over their own performance and to achieve independent good results. They believe that regular exercise and regularity in their lives will assist guiding them to success in other areas of life. Young active sportsmen and women find sport as a source of pleasure, happiness and freedom. Those who are active in team sports place importance on independent accomplishment and community is more important for them than for individual athletes.

The motives of doing sports are determined by the type, the level and the frequency of sporting activity. Those who are planning to make sport as their living also approach it differently from those who are involved in sport as recreation. Measuring up to external expectations mainly motivates team sport players. They are more popular, have more audience and are more noticed by media. For them teamwork and team dynamics are very important. In team sports motivation is based on shared goal, task, an appropriate division of labour, the group identity and organisational commitment.

Young people who are active in sport live a structured and regularly healthy life. They believe that sport will assist them in other areas of life and guide them to success (study, work, private life). They are characterized by social sensitivity and affected by their environment's opinion.

4.2.3. Drugs

In our research we discriminated six substance use groups from alcohol, tobacco and drug consumers in our sample: the groups of abstinent, polytoxicomania (people addicted to multiple substances, in our case alcohol, tobacco and drugs), drinkers, alcohol- and drug consumers, drinkers and smokers, smokers and drug consumers.

We found no differences between young male and female, physically active or inactive students. Most of them usually consume alcohol, almost 25% are drinkers and smokers and 18.3% can be characterized as general substance users (polytoxicomania). The rate of general substance use and alcohol consumption, and drinking and consuming drugs at the same time is much higher among inactive secondary school students, so in these areas the protective effect of sport can be discovered.

42.5% of the young people smoke sometimes or regularly, and 28.8% is the rate of those who smoke regularly. There were no significant differences between young men and women; the rate of regular smokers is almost 30% in both genders. The students have been smoking for 1.66 years on average, regularly or occasionally, without any significant differences between physically active or inactive communities. However, we can state that there is a higher proportion of smokers among those who do sports individually than among youth involved in organized sports (due to the presence of institutional and normative control). On the other hand, those who are involved in organized sports start to smoke at a younger age. This is probably the result of the impact of the community and the peer group.

86.3% of the students consume alcohol occasionally or regularly. Occasional drinking is more characteristic of girls, while the rate of those who consume alcohol regularly is higher among boys. We think that sport has a restraining effect from regular and binge drinking with its environment and performance requirements, but occasional drinking is an inherent part of it.

As for drugs, 19.8% consume occasionally, while the rate of regular drug abusers is 5.2%. There is no significant difference in terms of gender; there is only a tendency that students who use drugs are more likely to be boys. We did not find significant differences between physically active and inactive students. However individually active students consumer drugs significantly higher (32.38%) – both regular and occasional – that organized active students (20.44%). This is due to the institutional-normative control, furthermore, commitment and group norms also play an important role besides performance expectations.

When assessing of the effects of drug use, students considered that smoking has an emotional-compensatory function and has an important role in social interactions. In the case of alcohol consumption they emphasized the social and psychological conditions. In the case of illicit drugs they highlighted the relaxing effects, but they also mentioned their unfavourable effects on physical appearance.

The use of drugs (both licit and illicit) was considered unanimously harmful and even lethal by students, regardless of whether they were physically active or not.

4.3. Semi-structured interview

In the age group interviewed there is a more and more popular view that the body surface is a symbol substrate, thus tattoos become more common as well. This body modifying method is used by many, regardless of social status. The motives are varied; some people see it as an artistic creation controlled by fashion, for others it has social meanings, belonging to a group (subculture), it can be a sign of self-identity, but a tattoo can simply express the wearer's revolt. In these interviews we could not discover articulate differences, but some tendencies can be traced. Girls prefer fashionable, aesthetic tattoos, while boys are more conscious and the functional nature of this kind of decoration is more important for them. Athletes, especially boys, have more explicit ideas when they get tattooed, the sport-related images are very common which remind them of their aims as well. Following the trends and fashion is dominant by soccer players. The fans, as „more passive” sport consumers, tend to wear the symbols of their club expressing the bond, the typical subculture. The young people interviewed do not have many tattoos (maybe because of their age), but half of them would like to get more, which reflects that tattoos can be regarded as a developing body modifying technique, which has a strong social effect both in active and inactive communities.

5. Conclusions

In my dissertation I have examined the role of body representation, sporting habits and licit and illicit substance use among 17-19 aged students. The relevance of the topic is shown by the rich literature on health behaviour, but these entities have never been associated in this context.

I assumed that body representation is an essential question, and that physical appearance has an extraordinary, determinative importance in the student population. This hypothesis can completely be accepted. It is characteristic of consumer body culture to control the individual, whose relation to his or her own body is regulated by the social processes, trends and fashions. The corpus is many times an extremely important means to achieve social assertiveness and success. At the same time the self-image of young people is a central issue besides external physical appearance and the general perceptions about its importance. For physically active young people it is a social advantage that they consider themselves as „completely satisfied” with their body.

Physical exercise, to train the body is by far the most important body modifying strategy for young people, especially for men, but the young female also prefer losing weight as another health-oriented method to modify their bodies. The bodily representations, as tools in self-realization gain importance obviously depending on who has and what kind of specific vision, plan, idol in this respect and what he/she wants/supposes to strengthen through this: the probability of success in human relationships, the potential of realizing his/her needs, or future labour market position.

Young people can be characterised by a general awareness of the consistency of internal and external qualities and the aim to achieve this, because it plays important role in healthy lifestyle and in the creation of positive self-image and self-satisfaction. Athletes lead the way in this pursuit, because their days are regulated by an orderly routine and a meaningful lifetime.

Our second hypothesis, according to which, athletes' proxemics is different from that of their inactive peers has also proved correct. Our cultural environment encodes in us a certain body use, which has age-, sex- lifestyle- and, of course, personality-related aspects. Being in a crowd usually interferes with the feeling of comfort;

however, those involved in sports tolerate it better, and they are more relaxed in the company of strangers than those not involved; this is particularly true for those who prefer team sports. The psychosocial environment characteristics of sports develop such cognitive and social skills that help moderate the arousal, thereby decreasing its negative effects, so athletes are better at controlling their environment.

As a result of globalisation and pluralism, we can generally experience a tolerance towards difference; young people are not annoyed by the people of different colour, overweight people, people of the other gender or the teachers and adults. However, they feel uncomfortable in the company of scruffy people, people who suffer from dermatological diseases and homosexuals. Athletes are particularly disturbed by the presence of homosexuals indicating that the physical activity is still seen as a “masculine” activity. Team sport athletes feel mainly ill at ease in the company of scruffy people, as the scenes of the trainings (changing rooms, sport courts) involve physical proximity, and the possibility of physical contact is part of many team sports.

Doing sports, belonging to a community based on performance is an important link in maintaining the social protocol. Athletes spend most of their time in a specific social space; the world of sport fields with its stimulating environment is a significant area of socialization. Both the athletes and their environment play their part in the cultural dimension of the individual and the body, mutually changing each other. Proxemics is a dynamically changing state, connected to emotions, thoughts, activities, and this is even more perceptible in the world of sport.

Our third hypothesis is fully justified; the dietary habits of young people are varied in relation to healthy lifestyle. The socio-cultural characteristics of eating strongly affect these habits. On one hand, the income problems of a family determine the quality of nutrition, on the other hand the parents’ lack of knowledge about healthy nutrition or their failure in applying this knowledge can be an obstacle to healthy eating. Regarding food groups we can state that the majority prefers meat, especially among boys, athletes eat more vegetables and fish than non-athletes and they consume more vitamin products and dietary supplements.

Overweight and obesity, which are more and more present in the young generation, increase the possibility of unhealthy eating habits. Young people unsatisfied with their body weight tend to have symptoms of anxiety and depression. The concern about physical appearance, (mal)nutrition and body shape has become more common, and it affects now their eating habits too, so body-image and eating disorders are becoming more and more frequent. This is why examining the social aspects of nutrition, body weight, body awareness and body image is particularly important, because the media, the advertisements have a significant effect on the teenagers' set of values. A healthy diet and the optimal body weight decrease the risk of eating disorders and other diet-related diseases and increase human performance. In the case of young athletes it is expectable that those who exercise regularly know more about healthy nutrition.

The fourth hypothesis referred to the sport-related motivational structure of students aged 17-19. Planned physical exercise is necessary for bio-psycho-social well-being. The protective health effects of leisure/recreational sport activities are not only important in lifestyle but they also have a significant social role. When young people choose sports, they are influenced by a number of factors: socialization, individual attitudes, lifestyle, the family and its socio-economic status, the availability of the given sport in the area, local sport culture and the activity of physical education teachers and trainers. One third of the students in our survey do not do any sports in their free time. In the case of physically active boys soccer is the most popular sport, followed by other ball games, martial arts and body building. Girls like running in their free time, they like ball games and soccer has become very popular among them, too.

It is interesting to see how students see their sporting activity in the future: one third of them think they will not do any sports, one third are unsure, while the others think they will lead an active, sporty life. Most of those who are planning to do sport in the future are boys. Regular sporting activity needs commitment, too, as it influences the daily routine; according to our survey, physical activity „interferes” with their studies, free time, relationships, relaxation and with doing nothing. Athletes think that their studies especially fade into the background. In today's consumer culture

there are more possibilities of being active, which makes it hard for teenagers to choose, when it comes to value recognition.

Teenagers choose physical exercise as a means of spending free time for reasons and purposes which suppose different connections to sport. Examining the motivational spectrum, we can see significant gender-based differences. This period (between 17 and 19) is critical because the value system of young people is not consistent, so their involvement in sport is often unstable (especially that of girls). Girls typically do sport to be healthier, to be more beautiful, while boys are motivated by competition and the desire to win; the appreciation of their peers and acquaintances is also a strong sport-socialization factor. Doing sport in a community, in a club has a richer set of motivations than individual practice. Common goals and effort and organizational commitment have a particularly strong socialization value. Only those who live in sport can give a true picture of it. Physically active teenagers live a meaningful lifetime, according to a regular routine and they think the qualities and skills acquired through sport are applicable and useful in other areas of life, too. They are characterized by a kind of social sensitivity and they find the opinion of the community and their environment relevant. The motives of doing sport are determined by the nature, level and frequency of the sporting activity. Those, for whom doing sport is a means to build future and to make a living, think about sport differently from those who consider it a useful pastime.

Our fifth hypothesis, according to which teenagers involved in sport are protected from drug abuse by their sport activities, cannot be justified entirely.

Sport can be interpreted as a social institution which offers such a special life situation to the individual that displaces them from their usual environment, but does not change them permanently, does not modify their social and psychic nature, but socializes them superficially and temporarily in the sport-specific sphere of influence. Doing sport does not exclude substance use, but can prevent the development of regular consuming habits more efficiently than the development of occasional, attempted use. It is the social environment, in which the sporting activity takes place, i.e. the organizational-cultural background which (can) offer protection. On the other hand, leaving the institutional-normative environment

of sport means increased risk, because it can enhance substance using behaviour. The protective effect is weaker in the case of individually done regular exercise, however those teenagers, who do sports individually, but with a pronouncedly relaxing purpose, are more likely to avoid licit and/or illicit substance use. Furthermore, it is an important factor, that in team sports role models are more emphatic, so, as in a kind of peer group, the risk of trying drugs can be higher, while in individual sports the stronger pressure to make better performance can increase the chances of substance use (Vingender 2003).

The values and norms of our consumer society do not always help the ambition to lead a healthy lifestyle and they seldom emphasize inner consciousness and moderation. It is an important challenge to understand, prevent and raise awareness to the emotional reactions that influence the motivations and to balance internal and external motivations. We can assume that in fact it is not the activity itself, but the socio-cultural milieu developed around it, as well as the spiritual attributes and the ethos of being competitive that can restrain athletes from deviant behaviour patterns and addictions.

5.1. Recommendations and suggestions

In the following, I would like to outline the relevant aspects and basic premises which constitute a foundation for an effective health promotion in the pedagogical programs. This is a practical approach that takes into account those cultural anthropological body-pedagogical principles that emphasise how the individuals use their bodies and how to take care of them in everyday life.

While the medical history of the past and the traditional interpretations of health focused on the absence of diseases, in 1984 the World Health Organization (WHO) introduced a new definition of health: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". The spectrum of definitions of health became broader with the appearance of the bio-psycho-social model (Engel 1977); the idealized definition was replaced by an approach that implies a dynamic state, this state is closely connected to the effects of the natural and social environment and it forms a harmonious unit with them (Aszmann 2007).

Following this approach it will be useless to say what we often hear without any context: “a healthy soul in a healthy body”. (Orandum est ut sit mens sana in corpore sano – Juvenal, Satires, 10, 356). This quote has undergone many changes in its interpretation in practice. Coubertin who was the pioneer of the modern Olympics also used it in his poem (Ode to Sport) which won first place for literature at the 1912 Summer Olympics in Stockholm: “a sound mind in a sound body” (Coubertin 1984).

I think we get closer to truth if we use the definition: “a trained soul in a trained body”, which is activity-based and assumes a kind of social fitness as well. The development of this fitness is an important objective of both physical education and sport. The biological aspects, the body often appear more emphatically in relation to training and resting in the practice of physical education, we do see the mediating psychological aspects too, their role in the development of the personality, but we often do not take into account the social aspects of physical education. The relationship between these areas, their multi-causal diversity (physical health, mental and emotional status and social health) requires a holistic approach in today’s school, in pedagogical programs, and of course in its self-definition. It is important to pay attention when forming the health promotion segment of these pedagogical programs, that the school is a setting for mediating and learning cultural “techniques”. Basically cultural factors determine the use of the body, body image and the consciousness of the body.

Every academic institution has unique questions and specific answers to them. The students’ families, socio-economic and demographic situation, the traditions of a given region, the authentic traces and presence of a healthy lifestyle should also be considered. The knowledge element of health promotion must be adapted to the relevant aged students’ knowledge, abilities and to everyday practices. A comprehensive, community-based health promotion is needed, which uses a bottom-up approach: it works at a local level, on local issues and builds on local resources. The realization of these programs in the school can be supported by an institutional council which was defined also in the Act on Public Education.

Health promoting community work or working group should be established to improve the efficiency of lifestyle education which performs the planning, managing and monitoring tasks. The relationship between different fields of knowledge, a system of collaboration should be outlined in order to develop the curriculum

as well. In today's education these areas play an important role in the use of the body and they have to be closely interacting with each other. Health promotion cannot be an "ad hoc" task; it is important not only in school and in a given school year but also throughout the whole year. (Thus, it is important to organize activities related to healthy lifestyle for the duration of the school holidays and also make recommendations for healthy life at home).

It is worth following the body-pedagogical, environment psychological and ergonomic factors that are favourable for developing the social space of the school, planning the daily working schedule and creating an optimal training/resting period, with regards to everyday physical education.

In academic institutions the use of the body, the bodily representations and the distinction between the sacred and the profane are relevant issues. This primarily appears how we "dress up" our bodies. The body represents messages and symbols; these amplify the possibility of commitment to an organization, the special experiencing of weekdays and holidays and support emotional and social identity. The physical education exercises connected to holidays are especially important to feel "the body of crowd", moving together. These social aspects are also very important because the protective effects of an institutional-normative environment can develop strong healthy behaviour patterns against the unhealthy body use and licit/illicit drug use as well.

"We are in this world to be at home somewhere in it" (Tamási 1977). Physical education and sport have strong and intensive community-forming potential, thus those who are not involved in regular physical activity suffer a socialization drawback. Besides the physical and mental aspects of the physical training, the development of the social-hygiene plays a significant role. The social environment of sports provides it and sport allows the practice of social roles (formal/informal), prevents from social isolation and creates a social networks. We have to strengthen the social role of physical education through the rediscovery of traditional body-culture and the inclusion of new, fashionable sports.

As we can see, the use of the body, body-image, and body-awareness are primarily determined by cultural factors. Young people involved in sport attend to their body more intensively; they have more bodily experiences and more strong bodily sensations during regular training (Kudar 1994). The bodily representation and its acceptance, the proper use of the body and experiences of the

changes of the body are fundamental questions in self-assessment during physical education and in everyday school life. Our own body can only be interpreted with regards to the body and body use of the other, so moving/training together, and giving physical/bodily assistance to someone play an effective role in the development of movement and kinetic experiences. During education we have to emphasize the community-forming, bodily and social-hygienic techniques that can be used in other areas of life, they improve personal health and safety.

The spatial and community elements of ceremonies well illustrate the proxemics possibilities of the location in space, such as the formation of the spacing and changing shapes in standing or in walking. Gymnastics, aerobics and dance are aesthetic imply harmonious co-movement; differences in gender and social contexts also appear. We should provide space to today's dances in addition to historical and folk dances. One of the most important elements of gymnastics is the bodily assistance. This requires an appropriate physical-social relationship and trust as well as it takes into consideration the spatial, temporal and dynamic characteristics of the body.

Physical education games are especially effective in the use of the body in the social sense. These games play an important role in other strategic situations in later life. Combat games prepare us for the battle against other bodies. Traditional folk games mean specific cultural heritage. Sport games develop and form the community and allow the practice of social skills. In sport games there are fundamental factors that one should pay attention and react to the movements of the teammates and opponents. In ball games, apart from volleyball, closer physical contacts may occur; the attacking and defending game strategies require different distancing and the athletes' personality plays an important role in the use of the personal proximity. The practised motions enhance the safety of the social space use.

Martial arts have a particularly important role in school education; physical fight can give a solution to some emergencies in the given community. Athletics and swimming provide a methodological repertoire of pair and group activities, so they can develop the community and the dynamics of group. Moving a community to achieve its social goals is an extremely important methodological issue, this can be achieved only by a colourful variety of the movement/physical education programs.

To sum up, we can state that the bio-psycho-social model (Engel 1977) gives equal opportunities for biological development and psychosocial and socio-mental development too, and this should be relied on in forming social roles. In sport human relationships for a lifetime and the feeling of the togetherness can be developed from the common purposes, performances. Géza Ottlik wrote about this feeling of togetherness in his book, *School at the frontier*:

“We were bound together, not just as mountain climbers or lovers are, not with the part of ourselves that had a name, a nationality, a home address, and which does this and does that, acts, jumps around in the world, but truly, we were bound together in the more crucial part of our beings that which stood back and watched it all. Buttermilk and rosin something had surged in is, out of muscular pain, wounds, mud, snow, the wretchedness of our life and its miracles; something tasting of bread, something without which we could no longer really live. Do just bread.”

List of publications by the author

PUBLICATIONS RELATED TO THE TOPIC OF THE THESIS

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