
ABSTRACTS

Peer education as a pedagogical method – up-to-date educational science approaches, its definition and standards based on the experiences of the research project “Study, Teach, Understand” (STAnD/TANTUdSZ).

The goals of our research team are the development of a practical pedagogical methodology and the description of the theoretical background of a peer education model focusing on learning and attitude forming in health consciousness and aiming at complex personality and community development within the framework of traditional education,. The primary objective of our research is to increase young people’s health-conscious behaviour through the elaboration and introduction of a modern pedagogical methodology. Our concept is a multi-stage, professionally controlled involvement of older student groups into the health education of younger children by developing an experience-centred, target-oriented, and measurable method of peer education adapted to their age-specific characteristics (*Feith, Melicher, & Falus, 2015*).

In the first two years of the research, on the one hand, we analysed the literature of peer education and examined the existing best practices (*Lukács J. et al., 2018*), and on the other hand, we measured the effectiveness of our health education programmes, both in public education: in kindergartens and elementary schools, and in our higher education course (*Lehotsky et al., 2017*). In the present study we analyse the pedagogical reflections of the peer-educator students participating in the “*Study, Teach, Understand*” (STAnD/TANTUdSZ) programme on the first implementation of the health education programme. In our research team’s work, the ongoing systematic dialogue between theoretical research and practical pedagogical activities has led to the development of the standards of the peer education programme described in this study.

Keywords: *peer-group education, research-based learning, learning communities*
