Course descriptions

TABLE OF CONTENTS

1. B-PEPde245/22 2-dimensional visual media.... 4
2. B-PEPde245/22 2-dimensional visual media.... 6
3. B-PEPde024/22 Adaptation internship in kindergarten.... 8
4. B-PEPšt401/15 Bachelor thesis defence presentation **(state exam)**.... 11
5. B-PEPde015/22 Childhood sociology.... 14
6. B-PEPde015/22 Childhood sociology.... 17
7. B-PEPde143/24 Choir.... 20
8. B-PEPde143/24 Choir.... 22
9. B-PEPde311/22 Choir singing.... 24
10. B-PEPde311/22 Choir singing.... 26
11. B-PEPde111/22 Curricular projecting in education.... 28
12. B-PEPde111/22 Curricular projecting in education.... 31
13. B-PEPde005/22 Development methods of preparatory notions to the notion number.... 34
14. B-PEPde005/22 Development methods of preparatory notions to the notion number.... 38
15. B-PEPde021/22 Developmental psychology.... 42
16. B-PEPde021/22 Developmental psychology.... 46
17. B-PEPde223/22 Difficult ortography phenomena in Slovak language teaching.... 50
18. B-PEPde223/22 Difficult ortography phenomena in Slovak language teaching.... 54
19. B-PEPde301/15 Digital literacy.... 58
20. B-PEPde301/15 Digital literacy.... 67
21. B-PEPde241/22 Drama teaching.... 76
22. B-PEPde241/22 Drama teaching.... 82
23. B-PEPde212/22 Early intervention and stimulation.... 88
24. B-PEPde212/22 Early intervention and stimulation.... 91
25. B-PEPde213/22 Education in an after school club.... 94
26. B-PEPde213/22 Education in an after school club.... 100
27. B-PEPde244/22 Education in music and motor skills.... 106
28. B-PEPde244/22 Education in music and motor skills.... 108
29. B-PEPde310/22 Educational activities in Nature.... 110
30. B-PEPde310/22 Educational activities in Nature.... 114
31. B-PEPde142/22 Elementary art.... 118
32. B-PEPde142/22 Elementary art.... 121
33. B-PEPde022/22 Elementary communication literacy.... 124
34. B-PEPde022/22 Elementary communication literacy.... 128
35. B-PEPde122/22 Elementary language culture.... 132
36. B-PEPde122/22 Elementary language culture.... 137
37. B-PEPde215/22 Elementary logopaedics.... 142
38. B-PEPde215/22 Elementary logopaedics.... 145
39. B-PEPde141/22 Elementary set of musical instruments.... 148
40. B-PEPde141/22 Elementary set of musical instruments.... 150
41. B-PEPde216/22 Elementary special pedagogical diagnostics.... 152
42. B-PEPde216/22 Elementary special pedagogical diagnostics.... 155
43. B-PEPde247/22 Enhancement of basic locomotions.... 158
44. B-PEPde247/22 Enhancement of basic locomotions.... 163
45. B-PEPde235/22 Enhancement of technical creativity skills.... 168
46. B-PEPde235/22 Enhancement of technical creativity skills.... 171
47. B-PEPde251/22 Ethics education.... 174

48. B-PEPde251/22 Ethics education.....178
49. B-PEPde221/22 Foreign language (professional terminology) – English.....182
50. B-PEPde221/22 Foreign language (professional terminology) – English.....186
51. B-PEPde222/22 Foreign language (professional terminology) – German.....190
52. B-PEPde222/22 Foreign language (professional terminology) – German.....193
53. B-PEPde112/22 Games in education.....196
54. B-PEPde112/22 Games in education.....200
55. B-PEPde255/22 Gender and sexuality in early school age.....204
56. B-PEPde255/22 Gender and sexuality in early school age.....208
57. B-PEPde004/22 Geometrical notions development methods.....212
58. B-PEPde004/22 Geometrical notions development methods.....216
59. B-PEPde242/22 Gymnastics and rhythmics.....220
60. B-PEPde242/22 Gymnastics and rhythmics.....225
61. B-PEPde233/22 Handling data.....230
62. B-PEPde233/22 Handling data.....234
63. B-PEPde113/22 Interactive/inclusive pedagogy.....238
64. B-PEPde113/22 Interactive/inclusive pedagogy.....241
65. B-PEPde006/22 Leisure time pedagogy.....244
66. B-PEPde006/22 Leisure time pedagogy.....249
67. B-PEPde121/22 Literature for of preschool age children.....254
68. B-PEPde121/22 Literature for of preschool age children.....259
69. B-PEPde011/22 Management of schools and schooling.....264
70. B-PEPde011/22 Management of schools and schooling.....267
71. B-PEPde303/15 Manipulation and motor games.....270
72. B-PEPde303/15 Manipulation and motor games.....275
73. B-PEPde232/22 Manipulative activities in geometry.....280
74. B-PEPde232/22 Manipulative activities in geometry.....283
75. B-PEPde252/22 Media education.....286
76. B-PEPde252/22 Media education.....289
77. B-PEPde003/22 Methodology of writing a scholarly text.....292
78. B-PEPde003/22 Methodology of writing a scholarly text.....296
79. B-PEPde253/22 Multicultural education.....300
80. B-PEPde253/22 Multicultural education.....303
81. B-PEPde243/22 Music activities in pre-primary education.....306
82. B-PEPde243/22 Music activities in pre-primary education.....308
83. B-PEPde001/22 Music in pre-primary and leisure time education.....310
84. B-PEPde001/22 Music in pre-primary and leisure time education.....312
85. B-PEPde234/22 Natural science experiments.....314
86. B-PEPde234/22 Natural science experiments.....318
87. B-PEPde008/22 Natural science studies in pre-primary and leisure time education.....322
88. B-PEPde008/22 Natural science studies in pre-primary and leisure time education.....328
89. B-PEPde231/22 Numbers and operations.....334
90. B-PEPde231/22 Numbers and operations.....338
91. B-PEPde009/22 Pedagogical propedeutics.....342
92. B-PEPde017/22 Physical education in pre-primary and leisure time education.....347
93. B-PEPde017/22 Physical education in pre-primary and leisure time education.....353
94. B-PEPde007/22 Pre-primary education.....359
95. B-PEPde007/22 Pre-primary education.....363
96. B-PEPde010/22 Psychological aspects of child´s education in the family.....367

97. B-PEPde010/22 Psychological aspects of child´s education in the family....370
98. B-PEPde019/22 Psychological propedeutics....373
99. B-PEPde254/22 Regional culture....376
100. B-PEPde254/22 Regional culture....380
101. B-PEPde312/22 Research oriented technical activities....384
102. B-PEPde312/22 Research oriented technical activities....387
103. B-PEPde214/22 Research projects in education....390
104. B-PEPde214/22 Research projects in education....394
105. B-PEPde013/22 Social psychology....398
106. B-PEPde013/22 Social psychology....402
107. B-PEPde014/22 Social studies in pre-primary and leisure time education....406
108. B-PEPde014/22 Social studies in pre-primary and leisure time education....410
109. B-PEPde016/22 Somatic development of a child....414
110. B-PEPde016/22 Somatic development of a child....418
111. B-PEPde302/22 Summer sport games....422
112. B-PEPde302/22 Summer sport games....427
113. B-PEPde012/22 Term project....432
114. B-PEPde012/22 Term project....437
115. B-PEPde018/22 Theories of learning and teaching concepts....442
116. B-PEPde018/22 Theories of learning and teaching concepts....445
117. B-PEPde020/22 Visual art in pre-primary and leisure time education....448
118. B-PEPde020/22 Visual art in pre-primary and leisure time education....452
119. B-PEPde246/22 Visual space media....456
120. B-PEPde246/22 Visual space media....459

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde245/22	2-dimensional visual media

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The course is completed with an assessment of assignments and homework. The evaluation consists of the defence of the term paper, i.e. the assignments carried out in class, and also the defence of homework on the assigned topics. The course is continuously assessed by assignments for independent work and concluded with a portfolio presentation. At least 91 points are required for an A grade, at least 81 points for a B grade, at least 71 points for a C grade, at least 61 points for a D grade and at least 51 points for an E grade.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding)
B (90-81%, very good - above average standard)
C (80-73%, good - normal reliable work)
D (72-66%, satisfactory - acceptable results)
E (65-60%, satisfactory - results meet minimum criteria)
Fx (59-0%, inadequate - extra work required)
Credit will not be awarded to a student who fails to complete any of the assigned topics.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is the development of artistic sensitivity, imagination and artistic thinking and their application in educational practice through acquired theoretical knowledge and practical skills.
After completing the course:
- Possesses a relevant overview of the historical and contemporary contexts of surface art media;
- Practical knowledge of the technological procedures of surface art techniques;
- creatively applies the acquired knowledge in educational practice at the level of pre-primary education.

Class syllabus:
Course outcomes of subject (content):
The course offers theoretical and practical development of artistic creativity and skills through combined techniques, drawing, painting and graphic media and their application in educational

practice at the pre-primary level. Through creative activities, students delve into the nature and laws of art making and visual language as applied to surface art.

Recommended literature:

Compulsory/Recommended readings:
CHÂTELET, A., GROSLIER, B. P. World art history. Painting, sculpture, architecture, applied arts. Larousse, Otto Publishing. 2004. ISBN 2-03-509306-6.
GOMBRICH, E. H. The story of art. Prague: Odeon. 1992. ISBN 80-207-0416
BARTKO, O. Colour and its use. Bratislava: SPN-Mladé letá, 2004. ISBN 80-10-00654-8.
CIKÁNOVÁ, K. Paint with us. Prague: AVENTINUM, 1993. ISBN 80-7151-732-1.
LACOVÁ, K. Art education in a non-traditional way. Bratislava: Medodicko-pedagogické centrum, 2007, Available at: https://www.iuventa.sk.
MEGLIN, N., MEGLINOVÁ, D. Drawing as a path to self-expression. Prague: Portal, 1992. ISBN 80-7178-446-X.
DICKINS, R. Painting after the great masters. Junior, 2007. ISBN 978-80-7146-857-8. SMITH, R. Encyclopedia of art techniques and materials. Prague: Slovart, 2000. ISBN 80-7209-245-6.
WRIGHT, M. Introduction to Pastel. Bratislava: Slovart, 2001. ISBN 80-7118-326-1.

Languages necessary to complete the course:
Slovak language and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 850

A	ABS	B	C	D	E	FX
65,18	0,0	25,88	6,0	0,82	0,0	2,12

Lecturers: doc. Mgr. art. Xénia Bergerová, ArtD.

Last change: 22.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde245/22	2-dimensional visual media

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The course is completed with an assessment of assignments and homework. The evaluation consists of the defence of the term paper, i.e. the assignments carried out in class, and also the defence of homework on the assigned topics. The course is continuously assessed by assignments for independent work and concluded with a portfolio presentation. At least 91 points are required for an A grade, at least 81 points for a B grade, at least 71 points for a C grade, at least 61 points for a D grade and at least 51 points for an E grade.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding)
B (90-81%, very good - above average standard)
C (80-73%, good - normal reliable work)
D (72-66%, satisfactory - acceptable results)
E (65-60%, satisfactory - results meet minimum criteria)
Fx (59-0%, inadequate - extra work required)
Credit will not be awarded to a student who fails to complete any of the assigned topics.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is the development of artistic sensitivity, imagination and artistic thinking and their application in educational practice through acquired theoretical knowledge and practical skills.
After completing the course:
- Possesses a relevant overview of the historical and contemporary contexts of surface art media;
- Practical knowledge of the technological procedures of surface art techniques;
- creatively applies the acquired knowledge in educational practice at the level of pre-primary education.

Class syllabus:
Course outcomes of subject (content):
The course offers theoretical and practical development of artistic creativity and skills through combined techniques, drawing, painting and graphic media and their application in educational

practice at the pre-primary level. Through creative activities, students delve into the nature and laws of art making and visual language as applied to surface art.

Recommended literature:

Compulsory/Recommended readings:
CHÂTELET, A., GROSLIER, B. P. World art history. Painting, sculpture, architecture, applied arts. Larousse, Otto Publishing. 2004. ISBN 2-03-509306-6.
GOMBRICH, E. H. The story of art. Prague: Odeon. 1992. ISBN 80-207-0416
BARTKO, O. Colour and its use. Bratislava: SPN-Mladé letá, 2004. ISBN 80-10-00654-8.
CIKÁNOVÁ, K. Paint with us. Prague: AVENTINUM, 1993. ISBN 80-7151-732-1.
LACOVÁ, K. Art education in a non-traditional way. Bratislava: Medodicko-pedagogické centrum, 2007, Available at: https://www.iuventa.sk.
MEGLIN, N., MEGLINOVÁ, D. Drawing as a path to self-expression. Prague: Portal, 1992. ISBN 80-7178-446-X.
DICKINS, R. Painting after the great masters. Junior, 2007. ISBN 978-80-7146-857-8. SMITH, R. Encyclopedia of art techniques and materials. Prague: Slovart, 2000. ISBN 80-7209-245-6.
WRIGHT, M. Introduction to Pastel. Bratislava: Slovart, 2001. ISBN 80-7118-326-1.

Languages necessary to complete the course:
Slovak language and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 850

A	ABS	B	C	D	E	FX
65,18	0,0	25,88	6,0	0,82	0,0	2,12

Lecturers: Mgr. Dominika Weissová, PhD., Mgr. art. Anabela Sládek, ArtD., Mgr. art. Natália Okolicsányiová, ArtD.

Last change: 22.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde024/22	Adaptation internship in kindergarten

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 20s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
20 hours of output continuous teaching practice per semester in faculty practice kindergartens, combined (mainly distance learning)
scope: instructional meeting = 2 hours, practice in kindergarten = 20 hours, analyzes = 20 hours, studying practice methodology = 28 hours, processing observation sheets and reports = 20 hours. A total of 90 hours of student work.
methods: instruction on the implementation of adaptation practice (introductory meeting with the methodology of adaptation practice, information on the course, implementation and evaluation of pedagogical practice, materials for self-study and processing outputs on the web), observation (continuous processing of the observed strategies of the trainee teacher, reactions of the child/ children and reflection of the observed pedagogical situations in the observation sheet), interview with the trainee teacher (continuous communication between the trainee teacher and the student focused on current and authentic events in the classroom), independent work (self-study of the methodology, processing of outputs for evaluation – observation sheets and report), submission of processed outputs of practice to e -learning environment Moodle.
Credits: 3
Recommended semester: 5. semester
Degree of study/educational level: 1st

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The course is completed with an assessment consisting of an evaluation of the student's processed outputs.
The practicum teacher prepares a summary assessment of the student during the practicum. It assesses the student's level of participation during the day, flexibility, individual contact with the child or children, the analysis record processed by the student. A student can receive a maximum of 20 points for the summary evaluation of the trainee teacher.
Based on daily observation and analysis, the student develops:

- Five evaluation sheets that are filled out for each day of practice. The sheets contain a record of the observation and analysis carried out with the trainee teacher. The items focus on the interaction of the teacher, parent and child, information on written documentation related to the child's entry into kindergarten, the teacher's intervention techniques for problems in the child's adaptation, organization of the environment, analysis of observable behavior and changes in the adaptation process of a particular child during each day practice. A student can receive a maximum of 50 points for processing evaluation sheets.
- A report after completing the practice, which reflects the student's experience with the adaptation practice in the kindergarten. The report has a given form in the form of structured and unstructured categories. A student can receive a maximum of 30 points for processing a report.
The student processes and submits all documents in electronic form
The rating is given on a scale:
A (100-93 points, excellent - excellent results) - the student knows and understands the theoretical basis of the methodology, applies understanding and critical analysis in the observed categories of the record sheets, reflection has the character of critical and evaluative thinking.
B (92-85 points, very good - above average standard) - the student knows and understands the theoretical basis of the methodology, there are minor inaccuracies of content and formal nature in the recording sheets and reflection.
C (84-77 points, good - ordinary reliable work) - the student knows the theoretical basis of the methodology, but the level of processing of individual items of the record sheet and reflection shows carelessness and inconsistency in their development, with the occurrence of incorrect technical terms and minor inaccuracies of a content and formal nature.
D (76-69 points, satisfactory - acceptable results) - the student does not fully master the theoretical basis of the methodology and does not understand the entries in the entries of the record sheets and the report, which is manifested by several shortcomings in the processing of the record sheets and the report (especially in the presentation of a one-word form of justification in the observation sheets and messages that are not related to the content of the items, repeated mention of identical formulations, inadequate terminology).
E (68-60 points, sufficient - the results meet the minimum criteria) - the student does not fully master the theoretical basis of the methodology, which is manifested by significant inaccuracies in the processing of the recording sheets, the reflection does not contain any or minimal feedback from the student, the formal side shows significant shortcomings.
Fx (59-0 points, insufficient - additional work is required) - the processed output of the student is below the threshold of meeting the minimum criteria for awarding a successful assessment.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The main goal of the subject is to develop experience through the completion of practice in a kindergarten, which is linked to a specific period of the process of a child's adaptation to kindergarten.
After completing the subject, the student will acquire the following knowledge, skills and competences:
- knows the stages of a child's adaptation to the kindergarten environment,
- identifies the manifestations of the child's behavior in relation to the developmental characteristics of the preschool age period,
- knows the documents related to the child's initial entry into kindergarten,
- knows intervention techniques and procedures for the child's adaptation problems,
- knows the methods of inclusion,
- knows the organization of the classroom environment and the arrangement of daily activities,
- controls the game, or the motivational technique of calming the child,

- can communicate professionally with the teacher,
- can communicate effectively with the child,
- can support a positive classroom climate.

Class syllabus:

Course outcomes of subject (content):

- Written documentation related to the child's entry into kindergarten. Documents related to valid legislation and internal documents of the kindergarten.
- Teacher and parent interaction. Observed specific situations during taking the child from the parent, focusing on the method of communication between the teacher and the parent.
- Interaction between teacher and children. Forms of teacher intervention if a child cries. Forms of teacher intervention if the child is aggressive. Observation of one child's behavior - part of the student observation sheet categories, which is aimed at monitoring changes in the selected child during the entire duration of the practice. Observation of inclusive approaches in pre-primary education.
- Implementation of educational activities during forms of daily activities - games and activities of children's choice, health exercises, educational activity, staying outside, activities ensuring life management (personal hygiene, eating, rest).

Recommended literature:

Compulsory/Recommended readings:

Kožík Lehotayová, B., & Osaďan, R. (2021). Adaptácia dieťaťa na materskú školu: metodika stáže. Bratislava: Univerzita Komenského.
https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/ADAPTAPRAX/metodiky/Adaptacna_staz_v_MS__Osadan_Kozik_Lehotayova.pdf

Languages necessary to complete the course:

Slovak language

Notes:

Past grade distribution

Total number of evaluated students: 172

A	ABS	B	C	D	E	FX
56,4	0,0	34,3	8,14	1,16	0,0	0,0

Lecturers: PaedDr. Eva Pupíková, PhD.

Last change: 22.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPšt401/15	**Course title:** Bachelor thesis defence presentation
Number of credits: 12	
Educational level: I.	

Course requirements:

The state examination for the defense of a bachelor's thesis, its conditions and the procedural side are handled by Internal Regulation no. 1/2020 Study Regulations of the Faculty of Education, Comenius University, as well as Internal Regulation no. 5/2021 Study regulations of the Comenius University. The student can take the state exam a) after obtaining at least such a number of credits that after obtaining the credits for successfully passing the last state exam, he / she reaches the necessary number of credits for the proper completion of the studies and b) after successfully completing the mandatory subjects, mandatory optional subjects and optional subjects in the composition determined by the study program except for the state exam and c) no disciplinary proceedings are being conducted against him / her.

The student receives 12 credits for the successful defense of the final bachelor's thesis.

A condition for admission to the defense is also the written consent of the student to the publication and availability of the final thesis to the public according to § 63 par. 9 of the of the Act on Higher Education for the period of its storage according to § 63 par. 7 of the Act on Higher Education without Entitlement to Remuneration 11, i.e., submission of signed license agreements according to Art. 8 par. 4.

The assessment of the bachelor's thesis consists of 4 parts:

a) Supervisor's Opinion.

b) Opponent's Opinion.

c) Presentation of bachelor's thesis.

d) Discussion.

The examination committee for conducting the state examination assessment the content and formal level of the final thesis, as well as its originality, as part of the discussion.

According to the Internal Regulation 23/2021 Internal system for ensuring the quality of higher education of the Comenius University, the student is assessment in particular:

- accurate interpretation of professional and scientific knowledge,
- solving a specific problem; at the same time, the bachelor's thesis must be an asset in the Preschool and Elementary Pedagogy study program.
- the final thesis submitted by the student must be the student's original work.
- logical division of the thesis, interconnection of individual chapters, appropriate scope of individual chapters.
- bachelor's thesis goals - clear, comprehensible, and objectively assessable.
- conclusions – appropriate and concise formulation of the reflected issue with possible recommendations.
- literature - suitable, selection of current and representative domestic (or even foreign) literature.
- formal arrangement – formal requirements and compliance with citation standards.
- a bachelor's thesis that has one assessment with the rating "failed" (Fx) can also be accepted for defense.

Grading scale:
A (100-91%, excellent – outstanding results): in the bachelor's thesis, the author demonstrated the ability to work independently using professional or scientific literature (domestic, but also foreign sources). He / she mastered the elaborated issues at an excellent level, creatively and originally used the theoretical knowledge in his / her own application, methodical, etc. research project. During the defense, he / she presented the final thesis eruditely and adequately answered the questions of the committee members. The bachelor's thesis has an adequate contribution to the field.
B (90-81%, very good – above the average standard): in the bachelor's thesis, the author demonstrated the ability to work independently using professional or scientific literature (domestic, but also foreign sources). He / she managed the processed issues at a very good level, creatively used the theoretical knowledge in his / her own application, methodical, etc. research project. During the defense, he presented the final thesis eruditely and partially adequately answered the questions of the committee members. The bachelor's thesis has an adequate contribution to the field.
C (80-73%, good - generally sound work): in the bachelor's thesis, the author demonstrated the ability to work independently using domestic specialist literature. He / she managed the processed issues at an adequate level, he / she used the theoretical knowledge in his / her own application, methodical, or research project, the text contains formal deficiencies, including spelling and grammatical errors. During the defense, he / she presented the final thesis adequately, he / she responded ambiguously to the questions of the committee members. The bachelor's thesis benefits the field.
D (72-66%, satisfactory - fair but with significant shortcomings): in the bachelor's thesis, the author demonstrated the ability to work partially independently using domestic specialist literature. He / she mastered the processed issues at a satisfactory level, he / she used the theoretical knowledge in his / her own application, methodological project, the text contains formal deficiencies, including spelling and grammatical errors. During the defense, he / she presented the final thesis adequately, he / she could not answer the questions of the committee members. The bachelor's thesis has a partial benefit to the field.
E (65-60%, sufficient - performance meets the minimum criteria): in the bachelor's thesis, the author demonstrated the ability to work partially independently using domestic specialist literature. He / she managed the processed issues at a sufficient level, he / she used the theoretical knowledge in his / her own application, methodological project, the results meet the minimum criteria, the text contains several formal deficiencies, including spelling and grammatical errors. During the defense, he / she presented the final thesis adequately, he / she could not answer the questions of the committee members. The bachelor's thesis has a partial benefit to the field.
Fx (59-0%, fail - further work required): in the bachelor's thesis, the author did not demonstrate the ability to work independently using domestic professional literature. He / she did not manage the processed issues at a sufficient level, he / she did not use the theoretical knowledge in his / her own application, methodological project, the results do not meet even the minimum criteria, the text contains several formal deficiencies, including spelling and grammatical errors. During the defense, he / she presented the final thesis adequately, he / she could not answer the questions of the committee members. The bachelor's thesis does not benefit the field.

Learning outcomes:
The outcome of the education is in accordance with the Long-term plan of the Comenius University, Faculty of Education, the mission and strategic goals of the Comenius University, Faculty of Education, in accordance with the description of the field of study, in accordance with the NKR / SKR / DD, in accordance with the profile of the graduate, in accordance with the goals and outcomes of the education in individual subjects of the study plan of the study program Preschool and elementary pedagogy and other related documents. The student can process the chosen topic at the

level of application, methodical, or research project. The bachelor's thesis is an asset in the relevant study program Preschool and elementary pedagogy.

Class syllabus:

The content of the subject State exam: Bachelor Thesis defense contributes to the goals and outcomes of education (graduate profile) with the following topics:

Benefit of the final thesis. The benefit of theoretical work is a new way of working with available sources or working with literature (primary sources) that is not commonly available or interpreted in pedagogical literature of Slovak provenance (e.g. own critical classification of opinions or approaches, own definition of terms, introduction of new terminology, reflection foreign theoretical works in works of Slovak provenance, comparison of several published research results, proposed procedure for further research of the studied issue). The benefit of the applied bachelor's thesis is the verification of the proposed procedures in practice and the reflection of the results. When assessment the bachelor's thesis, it is considered whether the student adequately processes the chosen topic at the level of theoretical study with application, methodical, or research project. The bachelor's thesis should be a clear contribution in the relevant study program Preschool and elementary pedagogy.

Originality of the thesis. The final thesis must not have the character of plagiarism, it must not infringe the copyrights of other authors, part of the documentation for the defense of the final thesis as a subject of the state exam are originality protocols: from the central register and Theses, the results of which the supervisor and the opponent comment on in their assessments.

Compliance with citation standards. Correctness and correctness of citing used information sources, research results of other authors and author collectives. The correctness of the description of the methods and work procedures of other authors or author collectives.

Structure of the final thesis. Compliance of the structure of the final thesis with the prescribed composition defined by Internal Regulation no. 2/2018 Directive of the Rector of the Comenius University in Bratislava.

Scope of the final thesis. Respecting the recommended scope of the final thesis. The recommended scope of a bachelor's thesis is usually 40 standard pages (72,000 characters including spaces), the appropriateness of the scope of the thesis is assessed by its supervisor.

Linguistic and stylistic level of the thesis and formal arrangement. Technical and aesthetic aspects of the submitted work, compliance with the required technical parameters.

Defense of the final thesis. The student demonstrates the ability to respond adequately to comments and questions in the opinions of the supervisor and the opponent, and during the debate continuously answers questions or responds to the comments of the discussants.

State exam syllabus:

Recommended literature:

Domestic (and possibly foreign) professional literature according to focus of topic bachelor's thesis.

Languages necessary to complete the course:

Slovak language

Last change: 15.11.2022

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde015/22	Childhood sociology

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
1 hour of lecture + 1 hour of seminar, a total of 22 hours per semester, combined form; (primarily face-to-face)
11x2 hours of direct teaching = 22 hours; 30 hours of student preparation for the interim assessment-test; 20 hours of preparation for tasks carried out in seminars; 48 hours of student preparation for the final test. A total of 120 hours of student work.
Methods of education: communication methods (discussion of the discussed topic, guided discussion, interview, interpretation, exchange of opinions), cooperative methods (work in small groups), methods of working with text (work with specialist literature, brainstorming, critical thinking (critical argumentation, critical debating, critical writing, critical structuring of knowledge), work with the student's visual materials for the final test. A total of 100 hours of student work.

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The subject consists of an interim and a final assessment. The content of the interim evaluation is the implementation of the test focused on the cultural-historical aspects of the sociology of childhood. The final assessment represents a summary of the acquired knowledge in the context of the economic, social and political dimensions of childhood with a focus on preschool and younger school age. The condition for successful completion of the subject is the fulfillment of the interim and final assessment tasks. To successfully complete the subject, the student must obtain at least 60 points from the maximum possible evaluation of the subject. Weight of interim/final assessment: 60/40.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes: After completing the course, the student can define and explain the key terms of the Sociology of Childhood. During the subject, he will become familiar with the view of childhood as a socio-cultural phenomenon. The student will be able to characterize the social, cultural and historical relativity of the concept of childhood. After completing the subject, the student will know the forms of childhood and its interpretation in a historical and cultural context and explain the basic paradigms of understanding childhood.

Class syllabus:

Course outcomes of subject (content):
• Biological vs. a cultural-historical approach to the study of childhood. The student knows the theoretical basis of childhood research, gets familiar with the functionalist and interactionist view of childhood. Understands the possibilities of application of the mentioned approaches in childhood research, which is presented within concrete examples from practice.
• The status of children in different historical types of society. The student gets to know views on childhood in individual historical stages, working with primary and secondary sources. Become familiar with changes in the understanding of childhood and the meaning of childhood in society. It reflects the social influence in a specific type of historical society on the forms of childhood. The student understands the formation of the understanding of childhood in society through the media. Can identify elements of accommodating adultism in the media in the 21st century.
• Forms of childhood in natural cultures. The student knows the variability of the understanding and form of childhood in natural communities. He understands the importance of investigating childhood in natural cultures as one of the basic elements of knowing the form of childhood in the past. At the same time, he will become familiar with the elements of childhood, which are still considered the basic pillars of raising healthy children. (breastfeeding, carrying in stroller, not separating children from the world of adults, working in a mixed team, etc.) Understands the reasons for determining the period of childhood in both natural and modern societies /initiation, kinderadulti/.
• Scientific images of childhood. The student knows insights into childhood from the perspective of scientific disciplines. /philosophical, psychological, pedagogical, biological-medical). He understands the importance and limits of the adult-centric approach in understanding childhood. The student will become familiar with the basic forms of the child's psychological structure according to V. Príhoda, the contribution of the work of K. Lorenz in the context of the primary „not ready“ of human individuals, as well as the contribution of J.J. Rousseau in the understanding of childhood. The student knows the main sources of understanding childhood in pedagogy and characterizes the meaning of competence as a basic attribute of education.
• Continuous test. The student knows how to characterize approaches and the possibilities of their application in childhood research. Can explain and characterize developmental stages in the understanding of childhood from a historical and cultural perspective. He can explain the features of children's psychological structure as well as the biological specificities of human individuals in early childhood according to Lorenz.
• Initial children's culture and children's cultures in kindergartens. The student can characterize the features of early childhood culture as well as the culture of children in kindergartens. Understands changes in verbal initiation and verbal coordination in relationship building as well as the specifics of playful peer interaction.
• Cultures of children in the first grade of elementary schools. The student knows the communication strategies of children in the first grade of elementary school and can identify their differentiations. He understands the specifics of age and gender differences in the creation of children's culture in the first grade of elementary school. The student knows the principles of identity formation and classroom climate.
• Children and economic reality. The student understands the impact of macroeconomic and microeconomic factors on children's lives. He is also familiar with different forms of childhood in developing countries /child work, children of street, street at children/. The student is also familiar with the phenomenon of child poverty in Euro-American culture and its impact on children's lives.
• Children and political reality. The student is familiar with the Convention on the Rights of the Child. It carries out its critical analysis in the context of current political events and its impact on the lives of children /refugee children, child soldiers/. The student knows the possibilities and trends in the inclusion of refugee children in kindergarten and 1st grade of elementary school.

• Children and social practices. The student understands the impact of increased work engagement on children's lives. The student knows the types of risky relationship constellations that result from divorce proceedings and their impact on children's lives. Get acquainted with the so-called paradoxes of children's life in postmodern society.
• Second interim test. The student understands the importance of shaping the culture of children and the causes and principles of its research. He accepts the effects of economic and political reality and knows how to apply them in the form of tasks, activities and other interventions. Can formulate and solve tasks aimed at identifying the cultural specifics of children in kindergarten and at the first level of elementary school.

Recommended literature:

Odporúčaná literatúra:
KAŠČÁK, O. Deti v kultúre – kultúry detí. 1. Vyd. Prešov: ROKUS, 2009. ISBN 978-80-89055-93-7.
KŐVÉROVÁ, Š. Tri paradoxy sociálneho sveta detí. In: Detstvo v generačnej štruktúre spoločnosti. Bratislava: PdF UK, 1996. ISBN 80-88868-05-X.
MIŠÍKOVÁ, J., UHROVÁ, V. Dieťa a detstvo v ľudskej spoločnosti. In: Predškolská a elementárna pedagogika. 1. Vyd. Praha: Portál, 2001. ISBN 80-7178-585-7.
DIAMOND, J. Svět, který skončil včera. 1. Vyd. Brno: Jan Melvil Publishing, 2014. ISBN 978-80-87270-97-4.
EVERETT, D. Dobrú noc a pozor na hady. 1. Vyd. Zvolen: Technická univerzita vo Zvolene, 2018. ISBN 978-80-22830-41-6

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 1036

A	ABS	B	C	D	E	FX
42,28	0,0	28,96	13,42	6,85	5,12	3,38

Lecturers: PaedDr. Róbert Osaďan, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde015/22	Childhood sociology

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
1 hour of lecture + 1 hour of seminar, a total of 22 hours per semester, combined form; (primarily face-to-face)
11x2 hours of direct teaching = 22 hours; 30 hours of student preparation for the interim assessment-test; 20 hours of preparation for tasks carried out in seminars; 48 hours of student preparation for the final test. A total of 120 hours of student work.
Methods of education: communication methods (discussion of the discussed topic, guided discussion, interview, interpretation, exchange of opinions), cooperative methods (work in small groups), methods of working with text (work with specialist literature, brainstorming, critical thinking (critical argumentation, critical debating, critical writing, critical structuring of knowledge), work with the student's visual materials for the final test. A total of 100 hours of student work.

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The subject consists of an interim and a final assessment. The content of the interim evaluation is the implementation of the test focused on the cultural-historical aspects of the sociology of childhood. The final assessment represents a summary of the acquired knowledge in the context of the economic, social and political dimensions of childhood with a focus on preschool and younger school age. The condition for successful completion of the subject is the fulfillment of the interim and final assessment tasks. To successfully complete the subject, the student must obtain at least 60 points from the maximum possible evaluation of the subject. Weight of interim/final assessment: 60/40.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes: After completing the course, the student can define and explain the key terms of the Sociology of Childhood. During the subject, he will become familiar with the view of childhood as a socio-cultural phenomenon. The student will be able to characterize the social, cultural and historical relativity of the concept of childhood. After completing the subject, the student will know the forms of childhood and its interpretation in a historical and cultural context and explain the basic paradigms of understanding childhood.

Class syllabus:

Course outcomes of subject (content):
• Biological vs. a cultural-historical approach to the study of childhood. The student knows the theoretical basis of childhood research, gets familiar with the functionalist and interactionist view of childhood. Understands the possibilities of application of the mentioned approaches in childhood research, which is presented within concrete examples from practice.
• The status of children in different historical types of society. The student gets to know views on childhood in individual historical stages, working with primary and secondary sources. Become familiar with changes in the understanding of childhood and the meaning of childhood in society. It reflects the social influence in a specific type of historical society on the forms of childhood. The student understands the formation of the understanding of childhood in society through the media. Can identify elements of accommodating adultism in the media in the 21st century.
• Forms of childhood in natural cultures. The student knows the variability of the understanding and form of childhood in natural communities. He understands the importance of investigating childhood in natural cultures as one of the basic elements of knowing the form of childhood in the past. At the same time, he will become familiar with the elements of childhood, which are still considered the basic pillars of raising healthy children. (breastfeeding, carrying in stroller, not separating children from the world of adults, working in a mixed team, etc.) Understands the reasons for determining the period of childhood in both natural and modern societies /initiation, kinderadulti/.
• Scientific images of childhood. The student knows insights into childhood from the perspective of scientific disciplines. /philosophical, psychological, pedagogical, biological-medical). He understands the importance and limits of the adult-centric approach in understanding childhood. The student will become familiar with the basic forms of the child's psychological structure according to V. Príhoda, the contribution of the work of K. Lorenz in the context of the primary „not ready“ of human individuals, as well as the contribution of J.J. Rousseau in the understanding of childhood. The student knows the main sources of understanding childhood in pedagogy and characterizes the meaning of competence as a basic attribute of education.
• Continuous test. The student knows how to characterize approaches and the possibilities of their application in childhood research. Can explain and characterize developmental stages in the understanding of childhood from a historical and cultural perspective. He can explain the features of children's psychological structure as well as the biological specificities of human individuals in early childhood according to Lorenz.
• Initial children's culture and children's cultures in kindergartens. The student can characterize the features of early childhood culture as well as the culture of children in kindergartens. Understands changes in verbal initiation and verbal coordination in relationship building as well as the specifics of playful peer interaction.
• Cultures of children in the first grade of elementary schools. The student knows the communication strategies of children in the first grade of elementary school and can identify their differentiations. He understands the specifics of age and gender differences in the creation of children's culture in the first grade of elementary school. The student knows the principles of identity formation and classroom climate.
• Children and economic reality. The student understands the impact of macroeconomic and microeconomic factors on children's lives. He is also familiar with different forms of childhood in developing countries /child work, children of street, street at children/. The student is also familiar with the phenomenon of child poverty in Euro-American culture and its impact on children's lives.
• Children and political reality. The student is familiar with the Convention on the Rights of the Child. It carries out its critical analysis in the context of current political events and its impact on the lives of children /refugee children, child soldiers/. The student knows the possibilities and trends in the inclusion of refugee children in kindergarten and 1st grade of elementary school.

• Children and social practices. The student understands the impact of increased work engagement on children's lives. The student knows the types of risky relationship constellations that result from divorce proceedings and their impact on children's lives. Get acquainted with the so-called paradoxes of children's life in postmodern society.
• Second interim test. The student understands the importance of shaping the culture of children and the causes and principles of its research. He accepts the effects of economic and political reality and knows how to apply them in the form of tasks, activities and other interventions. Can formulate and solve tasks aimed at identifying the cultural specifics of children in kindergarten and at the first level of elementary school.

Recommended literature:

Odporúčaná literatúra:
KAŠČÁK, O. Deti v kultúre – kultúry detí. 1. Vyd. Prešov: ROKUS, 2009. ISBN 978-80-89055-93-7.
KŐVÉROVÁ, Š. Tri paradoxy sociálneho sveta detí. In: Detstvo v generačnej štruktúre spoločnosti. Bratislava: PdF UK, 1996. ISBN 80-88868-05-X.
MIŠÍKOVÁ, J., UHROVÁ, V. Dieťa a detstvo v ľudskej spoločnosti. In: Predškolská a elementárna pedagogika. 1. Vyd. Praha: Portál, 2001. ISBN 80-7178-585-7.
DIAMOND, J. Svět, který skončil včera. 1. Vyd. Brno: Jan Melvil Publishing, 2014. ISBN 978-80-87270-97-4.
EVERETT, D. Dobrú noc a pozor na hady. 1. Vyd. Zvolen: Technická univerzita vo Zvolene, 2018. ISBN 978-80-22830-41-6

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 1036

A	ABS	B	C	D	E	FX
42,28	0,0	28,96	13,42	6,85	5,12	3,38

Lecturers: PaedDr. Róbert Osaďan, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde143/24	Choir

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person).
Student Workload:
11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work
Teaching Methods:
A combination of monological methods (instruction) and practical methods.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
The evaluation criteria are based on continuous and final practical collective performance. The assessment of the continuous practical performance includes fulfilling partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied.
Grading Scale:
• A (100–91%, excellent – outstanding results)
• B (90–81%, very good – above-average standard)
• C (80–73%, good – consistent, reliable work)
• D (72–66%, satisfactory – acceptable results)
• E (65–60%, sufficient – meets minimum criteria)
FX (59–0%, insufficient – requires additional work)

Learning outcomes:
The aim of the course is to gain singing experience and cultivate vocal expression within the framework of a choir ensemble. The student improves their choral singing technique. The student develops the ability to collaborate in a team and enhance communication skills, as well as the ability to work with both unison and polyphonic songs, organize rehearsals, and create a concert dramaturgy.

Class syllabus:

The course focuses on mastering choral scores of selected pieces with an emphasis on intonational accuracy, rhythmic precision, and appropriate expression. It also includes the study of fundamental methodological principles necessary for establishing and conducting a choir.

Recommended literature:

Required Literature:
Sheet music as determined by the conductor.
Recommended Literature:
MIRONOV, S. Zborový spev a dirigovanie. Bratislava: UK, 1977. ISBN 80-223-1014-X
MIRONOV, S. - PODSTAVKOVÁ, I. – RANINEC J. Detský zborový spev (Teória a metodika práce. Bratislava: Veda, 2004.
FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.
In: Mezinárodní symposium o#sborovém zpěvu Cantus Choralis 97. Ústí nad Labem: Universita J. E. Purkyně, 1998, s. 16–26. ISBN 80-7044-198-4.
HUDÁKOVÁ, J. Zborový spev jedna z#ciest rozvoja hudobnosti žiaka a#jeho výchovná funkcia.
In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove.
In: Acta paedgogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
KODÁLY, Z. International Kodály Society. Budapest, 2002. ISBN 963204-500-9.
KOLÁŘ, J. -# ŠTÍBROVÁ I.. Sborový zpěv a#řízení sboru I. Praha: Karolinum, 1988. ISBN 80-7184-556-6.
LÝSEK, F. Cantus choralis infantium. Brno: Univerzita J. E. Purkyně, 1968. ISBN 55-010-69.
SEDLICKÝ, T. Príprava učiteľa - dirigenta na prácu so speváckym zborom.In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 1994. ISBN 80-88825-33-4.
MIRONOV, S.-# RANINEC J.. Problematika interpretácie ľudovej piesne v#zborovej tvorbe slovenských skladateľov. In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 2006. ISBN 978-80-8083-369-5.
MIRONOV, S. – RANINEC J. Populárna hudba v#súťažnom repertoári speváckeho zboru.
In: ZborníkCantus Choralis 07. Ústí nad Labem: Univerzita J. E. Purkyně, 2007. ISBN 978-80-7414-010-5

Languages necessary to complete the course:
Slovak, Czech, English

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
77,78	0,0	14,81	3,7	0,0	0,0	3,7

Lecturers: doc. Monika Bažíková, ArtD.

Last change: 24.10.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde143/24	Choir

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person).
Student Workload:
11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work
Teaching Methods:
A combination of monological methods (instruction) and practical methods.

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
The evaluation criteria are based on continuous and final practical collective performance. The assessment of the continuous practical performance includes fulfilling partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied.
Grading Scale:
• A (100–91%, excellent – outstanding results)
• B (90–81%, very good – above-average standard)
• C (80–73%, good – consistent, reliable work)
• D (72–66%, satisfactory – acceptable results)
• E (65–60%, sufficient – meets minimum criteria)
FX (59–0%, insufficient – requires additional work)

Learning outcomes:
The aim of the course is to gain singing experience and cultivate vocal expression within the framework of a choir ensemble. The student improves their choral singing technique. The student develops the ability to collaborate in a team and enhance communication skills, as well as the ability to work with both unison and polyphonic songs, organize rehearsals, and create a concert dramaturgy.

Class syllabus:

The course focuses on mastering choral scores of selected pieces with an emphasis on intonational accuracy, rhythmic precision, and appropriate expression. It also includes the study of fundamental methodological principles necessary for establishing and conducting a choir.

Recommended literature:

Required Literature:
Sheet music as determined by the conductor.
Recommended Literature:
MIRONOV, S. Zborový spev a dirigovanie. Bratislava: UK, 1977. ISBN 80-223-1014-X
MIRONOV, S. - PODSTAVKOVÁ, I. – RANINEC J. Detský zborový spev (Teória a metodika práce. Bratislava: Veda, 2004.
FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.
In: Mezinárodní symposium o#sborovém zpěvu Cantus Choralis 97. Ústí nad Labem: Universita J. E. Purkyně, 1998, s. 16–26. ISBN 80-7044-198-4.
HUDÁKOVÁ, J. Zborový spev jedna z#ciest rozvoja hudobnosti žiaka a#jeho výchovná funkcia.
In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove.
In: Acta paedgogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
KODÁLY, Z. International Kodály Society. Budapest, 2002. ISBN 963204-500-9.
KOLÁŘ, J. -# ŠTÍBROVÁ I.. Sborový zpěv a#řízení sboru I. Praha: Karolinum, 1988. ISBN 80-7184-556-6.
LÝSEK, F. Cantus choralis infantium. Brno: Univerzita J. E. Purkyně, 1968. ISBN 55-010-69.
SEDLICKÝ, T. Príprava učiteľa - dirigenta na prácu so speváckym zborom.In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 1994. ISBN 80-88825-33-4.
MIRONOV, S.-# RANINEC J.. Problematika interpretácie ľudovej piesne v#zborovej tvorbe slovenských skladateľov. In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 2006. ISBN 978-80-8083-369-5.
MIRONOV, S. – RANINEC J. Populárna hudba v#súťažnom repertoári speváckeho zboru.
In: ZborníkCantus Choralis 07. Ústí nad Labem: Univerzita J. E. Purkyně, 2007. ISBN 978-80-7414-010-5

Languages necessary to complete the course:
Slovak, Czech, English

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
77,78	0,0	14,81	3,7	0,0	0,0	3,7

Lecturers: doc. Monika Bažíková, ArtD.

Last change: 24.10.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde311/22	Choir singing

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching: 2 hours of practice/week, total of 22 hours per semester,
Organizational form: combined form (primarily in-person teaching)
Student workload: 11x2 hours of direct teaching (total: 22 hours); 22 hours of continuous preparation for teaching; 16 hours of preparation for the final performance. Total 60 hours of student work.
Methods of education: combination of monological methods (instruction) and practical methods.

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The evaluation criteria are based on the interim and final practical collective performance and the performance of partial tasks within the individual voice groups.
Intermediate practical performance: A-60 points, B-55 points, C-50 points, D-45 points, E-40 points.
Final practical performance: A-40 points, B-35 points, C-30 points, D-27 points, E-25 points.
To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. To complete the course successfully, it is necessary to obtain at least 60% of the points.
The grade is awarded on a scale:
A (100-91 %, excellent – outstanding results),
B (90-81 %, very good – above the average standard),
C (80-73 %, good – generally sound work),
D (72-66 %, satisfactory – fair but with significant shortcomings),
E (65-60 %, sufficient – performance meets the minimum criteria),
Fx (59-0 %, fail – further work required).

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire and develop a collective vocal expression as a voice ensemble. The student develops an interest in choral singing and learns its technique principles. Students will

use and apply the provided methodological and organizational procedures within their profession. The students develop the ability of collective cooperation and communication skills.

Class syllabus:

Course outcomes of subject (content):
The content of the course is the mastery of choral scores of specified compositions with emphasis on intonational clarity, rhythm accuracy and appropriate expression. The study of basic methodological principles necessary for the establishment and management of a choir.

Recommended literature:

Compulsory readings:
Musical scores chosen by the teacher:
MIRONOV, Sergej. Zborový spev a dirigovanie. Bratislava: UK, 1977. ISBN 80-223-1014-X
MIRONOV, Sergej - PODSTAVKOVÁ, Ivona - Jozef RANINEC. Detský zborový spev (Teória a metodika práce. Bratislava: Veda, 2004.
Recommended readings:
FUCHS, Jiří. Sólový zpěv a jeho vztah ke zpěvu sborovému. In: Mezinárodní symposium o sborovém
zpěvu Cantus Choralis 97. Ústí nad Labem: Universita J. E. Purkyně, 1998, s. 16–26. ISBN 80-7044-198-
4.
HUDÁKOVÁ, Jana. Zborový spev jedna z ciest rozvoja hudobnosti žiaka a jeho výchovná funkcia. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
KANIŠÁKOVÁ, Tatiana. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedgogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
KODÁLY, Zoltán. International Kodály Society. Budapest, 2002. ISBN 963204-500-9.
KOLÁŘ, Jiří - Ivana ŠTÍBROVÁ. Sborový zpěv a řízení sboru I. Praha: Karolinum, 1988. ISBN 80-7184-556-6.
SEDLICKÝ, Tibor. Príprava učiteľa - dirigenta na prácu so speváckym zborom.In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 1994. ISBN 80-88825-33-4.
MIRONOV, Sergej - Jozef RANINEC. Problematika interpretácie ľudovej piesne v zborovej tvorbe slovenských skladateľov. In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 2006. ISBN 978-80-8083-369-5.
MIRONOV, Sergej - Jozef RANINEC. Populárna hudba v súťažnom repertoári speváckeho zboru. In: ZborníkCantus Choralis 07. Ústí nad Labem: Univerzita J. E. Purkyně, 2007. ISBN 978-80-7414-010-5.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 301

A	ABS	B	C	D	E	FX
81,73	0,0	14,29	2,99	0,0	0,0	1,0

Lecturers: doc. Monika Bažíková, ArtD.

Last change: 24.10.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde311/22	Choir singing

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching: 2 hours of practice/week, total of 22 hours per semester,
Organizational form: combined form (primarily in-person teaching)
Student workload: 11x2 hours of direct teaching (total: 22 hours); 22 hours of continuous preparation for teaching; 16 hours of preparation for the final performance. Total 60 hours of student work.
Methods of education: combination of monological methods (instruction) and practical methods.

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The evaluation criteria are based on the interim and final practical collective performance and the performance of partial tasks within the individual voice groups.
Intermediate practical performance: A-60 points, B-55 points, C-50 points, D-45 points, E-40 points.
Final practical performance: A-40 points, B-35 points, C-30 points, D-27 points, E-25 points.
To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. To complete the course successfully, it is necessary to obtain at least 60% of the points.
The grade is awarded on a scale:
A (100-91 %, excellent – outstanding results),
B (90-81 %, very good – above the average standard),
C (80-73 %, good – generally sound work),
D (72-66 %, satisfactory – fair but with significant shortcomings),
E (65-60 %, sufficient – performance meets the minimum criteria),
Fx (59-0 %, fail – further work required).

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire and develop a collective vocal expression as a voice ensemble. The student develops an interest in choral singing and learns its technique principles. Students will

use and apply the provided methodological and organizational procedures within their profession. The students develop the ability of collective cooperation and communication skills.

Class syllabus:

Course outcomes of subject (content):
The content of the course is the mastery of choral scores of specified compositions with emphasis on intonational clarity, rhythm accuracy and appropriate expression. The study of basic methodological principles necessary for the establishment and management of a choir.

Recommended literature:

Compulsory readings:
Musical scores chosen by the teacher:
MIRONOV, Sergej. Zborový spev a dirigovanie. Bratislava: UK, 1977. ISBN 80-223-1014-X
MIRONOV, Sergej - PODSTAVKOVÁ, Ivona - Jozef RANINEC. Detský zborový spev (Teória a metodika práce. Bratislava: Veda, 2004.
Recommended readings:
FUCHS, Jiří. Sólový zpěv a jeho vztah ke zpěvu sborovému. In: Mezinárodní symposium o sborovém
zpěvu Cantus Choralis 97. Ústí nad Labem: Universita J. E. Purkyně, 1998, s. 16–26. ISBN 80-7044-198-
4.
HUDÁKOVÁ, Jana. Zborový spev jedna z ciest rozvoja hudobnosti žiaka a jeho výchovná funkcia. In: Acta paedagogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
KANIŠÁKOVÁ, Tatiana. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedgogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
KODÁLY, Zoltán. International Kodály Society. Budapest, 2002. ISBN 963204-500-9.
KOLÁŘ, Jiří - Ivana ŠTÍBROVÁ. Sborový zpěv a řízení sboru I. Praha: Karolinum, 1988. ISBN 80-7184-556-6.
SEDLICKÝ, Tibor. Príprava učiteľa - dirigenta na prácu so speváckym zborom.In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 1994. ISBN 80-88825-33-4.
MIRONOV, Sergej - Jozef RANINEC. Problematika interpretácie ľudovej piesne v zborovej tvorbe slovenských skladateľov. In: Zborník Cantus Choralis Slovaca. Banská Bystrica: UMB, 2006. ISBN 978-80-8083-369-5.
MIRONOV, Sergej - Jozef RANINEC. Populárna hudba v súťažnom repertoári speváckeho zboru. In: ZborníkCantus Choralis 07. Ústí nad Labem: Univerzita J. E. Purkyně, 2007. ISBN 978-80-7414-010-5.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 301

A	ABS	B	C	D	E	FX
81,73	0,0	14,29	2,99	0,0	0,0	1,0

Lecturers: doc. Monika Bažíková, ArtD.

Last change: 24.10.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde111/22	Curricular projecting in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities: 2 hours per week seminar, total per semester 22 hours, combined form; (primarily in-person teaching).
Student workload: 11x2 hours of direct teaching = 22 hours; 15 hours of preparation for ongoing practical output during the semester; 35 hours of preparation for continuous assessment; 48 hours of preparation for final assessment. A total of 120 hours of student work.
Educational methods: discussion of the topic; problem-solving; applying theoretical knowledge to practice; independent student work; e-learning.

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: during the semester, students submit 3 assignments (written test for 30 points; verbal presentation for 30 points and independent written work for 40 points). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E. Credits will not be awarded to a student who obtains less than 20 points in any of the 3 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the points.
Continuous assessment: written test (the student will be defined and understand basic concepts of design curriculum planning in education with corresponding terminological apparatus + verbal presentation of partial output during seminars (student must be able to solve problem tasks aimed at creating a school and class educational program).
Final assessment: independent written work (the student will be developing his / her own curriculum project with a description of chosen methodical procedure of educational activity on a selected topic within a specific content unit).
Grading scale:
A (100-91%, excellent – outstanding results): the student presents theoretical knowledge excellently and can creatively and originally apply theoretical knowledge to his / her own project.
B (90-81%, very good – above the average standard): the student presents theoretical knowledge at a very good level and can creatively apply theoretical knowledge to his / her own project.
C (80-73%, good – generally sound work): the student presents theoretical knowledge at an average level and can adequately apply theoretical knowledge to his / her own project.

D (72-66%, satisfactory – fair but with significant shortcomings): the student presents theoretical knowledge at a satisfactory level and can adequately apply theoretical knowledge to his / her own project.
E (65-60%, sufficient – performance meets the minimum criteria): the student presents theoretical knowledge at a low level and has deficiencies in applying theoretical knowledge to his / her own project.
Fx (59-0%, fail – further work required): the student has significant deficiencies in field of theoretical knowledge and / or in their application to his / her own project.

Learning outcomes:

Learning outcomes/Objectives and learning outcomes: the aim of the course is to acquire theoretical knowledge of curriculum design in education. By completing the course, the student will gain adequate knowledge of the starting points and principles of curriculum creation (school and class educational program for pre-primary education in kindergartens and school educational program for children's school club). By completing subject, student will gain practical experience in designing their own educational activities and planning various types of teaching and educational activities. As part of completing the subject, the student will develop the following transferable skills: communication, organizational, digital, interpersonal, as well as creativity and creativity, the ability to learn and think in context.

Class syllabus:

Course outcomes of subject (content): the subject content contributes to the goals and outcomes of education (graduate profile) with the following topics: Course outcomes of subject (content): the subject content contributes to the goals and outcomes of education (graduate profile) with the following topics:
State educational program for pre-primary education and primary education in elementary schools. The aim of the topic is to get is to acquaint student with the philosophical foundations of the state educational program for pre-primary education and primary education in primary schools. Student should acquire ability to apply individual philosophical principles of the state educational program for pre-primary education and primary education in elementary schools when creating a school and class educational program for pre-primary education and an educational program for school children's club.
School educational program for pre-primary education and educational program for school children's club. The aim of the topic is to get familiar with the starting points and principles of creating a school and class educational program for kindergartens and educational program for school children's club. Student should acquire knowledge about creation of school and classroom educational programs and educational programs and be able to define their basic components. Student can apply starting points and principles in creation of a school and classroom educational program for pre-primary education and educational program for school children's club.
Designing process of teaching and education in conditions of kindergarten and children's school club. The aim of the topic is to become familiar with design of teaching and upbringing process in pre-primary education and in school children's club and use of various methods, forms, and strategies for development of child / children in preschool and younger school age. Student should be able to implement a didactic analysis of curriculum and projection as core of teacher and educator preparation for teaching and learning process. Student should acquire the ability to apply individual strategies, forms and methods in learning and educational activities for the development of personality of child / children.
Planning and preparation of teaching and educational activities in kindergarten and in children's school club. The aim of the topic is to get familiar with planning and preparation of activities from point of view of teacher and educator within organizational forms of day in kindergarten

and in school children's club, which support overall development of children in preschool and younger school age. Also, by planning project activities in open learning environment, as well as organizing activities during their implementation within organizational forms of day in kindergarten and in children's school club and their evaluation. Student should acquire ability to apply individual components of process of planning and preparation of teaching and education in kindergarten and in children's school club. He / she is aware of most important principles of development of a child's personality in pre-primary education and in school children's club and can plan and prepare activities for children in preschool and younger school age.

Recommended literature:

Odporúčaná literatúra:

KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus. Dostupná na: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/PRE_DOCENTA/Kostrub_2012_knizka.pdf

KOSTRUB, D. a kol. (2005). Dizajn procesu výučby v materskej škole. Prešov: Rokus.

PUPALA, B. a kol. (2021). Povinné predprimárne vzdelávanie: sprievodca cieľmi a obsahom. Bratislava: Štátny pedagogický ústav. Dostupná na: https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/predprimar/sprievodca-cielmi-obsahom.pdf

Osobitosti tvorby školského vzdelávacieho programu v materskej škole. Aktualizované podľa právneho stavu účinného od 1. januára 2022, dostupné na: https://www.minedu.sk/data/att/543/21712.4dd98b.pdf

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Bratislava: Ministerstvo ŠVVaŠ SR, ŠPÚ, 2016. Dostupná na: www.minedu.sk

Languages necessary to complete the course:

Slovak language

Notes:

Past grade distribution

Total number of evaluated students: 486

A	ABS	B	C	D	E	FX
75,72	0,0	18,11	3,7	0,82	0,82	0,82

Lecturers: Mgr. Veronika Valkóová, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde111/22	Curricular projecting in education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities: 2 hours per week seminar, total per semester 22 hours, combined form; (primarily in-person teaching).
Student workload: 11x2 hours of direct teaching = 22 hours; 15 hours of preparation for ongoing practical output during the semester; 35 hours of preparation for continuous assessment; 48 hours of preparation for final assessment. A total of 120 hours of student work.
Educational methods: discussion of the topic; problem-solving; applying theoretical knowledge to practice; independent student work; e-learning.

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: during the semester, students submit 3 assignments (written test for 30 points; verbal presentation for 30 points and independent written work for 40 points). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E. Credits will not be awarded to a student who obtains less than 20 points in any of the 3 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the points.
Continuous assessment: written test (the student will be defined and understand basic concepts of design curriculum planning in education with corresponding terminological apparatus + verbal presentation of partial output during seminars (student must be able to solve problem tasks aimed at creating a school and class educational program).
Final assessment: independent written work (the student will be developing his / her own curriculum project with a description of chosen methodical procedure of educational activity on a selected topic within a specific content unit).
Grading scale:
A (100-91%, excellent – outstanding results): the student presents theoretical knowledge excellently and can creatively and originally apply theoretical knowledge to his / her own project.
B (90-81%, very good – above the average standard): the student presents theoretical knowledge at a very good level and can creatively apply theoretical knowledge to his / her own project.
C (80-73%, good – generally sound work): the student presents theoretical knowledge at an average level and can adequately apply theoretical knowledge to his / her own project.

D (72-66%, satisfactory – fair but with significant shortcomings): the student presents theoretical knowledge at a satisfactory level and can adequately apply theoretical knowledge to his / her own project.
E (65-60%, sufficient – performance meets the minimum criteria): the student presents theoretical knowledge at a low level and has deficiencies in applying theoretical knowledge to his / her own project.
Fx (59-0%, fail – further work required): the student has significant deficiencies in field of theoretical knowledge and / or in their application to his / her own project.

Learning outcomes:

Learning outcomes/Objectives and learning outcomes: the aim of the course is to acquire theoretical knowledge of curriculum design in education. By completing the course, the student will gain adequate knowledge of the starting points and principles of curriculum creation (school and class educational program for pre-primary education in kindergartens and school educational program for children's school club). By completing subject, student will gain practical experience in designing their own educational activities and planning various types of teaching and educational activities. As part of completing the subject, the student will develop the following transferable skills: communication, organizational, digital, interpersonal, as well as creativity and creativity, the ability to learn and think in context.

Class syllabus:

Course outcomes of subject (content): the subject content contributes to the goals and outcomes of education (graduate profile) with the following topics: Course outcomes of subject (content): the subject content contributes to the goals and outcomes of education (graduate profile) with the following topics:
State educational program for pre-primary education and primary education in elementary schools. The aim of the topic is to get is to acquaint student with the philosophical foundations of the state educational program for pre-primary education and primary education in primary schools. Student should acquire ability to apply individual philosophical principles of the state educational program for pre-primary education and primary education in elementary schools when creating a school and class educational program for pre-primary education and an educational program for school children's club.
School educational program for pre-primary education and educational program for school children's club. The aim of the topic is to get familiar with the starting points and principles of creating a school and class educational program for kindergartens and educational program for school children's club. Student should acquire knowledge about creation of school and classroom educational programs and educational programs and be able to define their basic components. Student can apply starting points and principles in creation of a school and classroom educational program for pre-primary education and educational program for school children's club.
Designing process of teaching and education in conditions of kindergarten and children's school club. The aim of the topic is to become familiar with design of teaching and upbringing process in pre-primary education and in school children's club and use of various methods, forms, and strategies for development of child / children in preschool and younger school age. Student should be able to implement a didactic analysis of curriculum and projection as core of teacher and educator preparation for teaching and learning process. Student should acquire the ability to apply individual strategies, forms and methods in learning and educational activities for the development of personality of child / children.
Planning and preparation of teaching and educational activities in kindergarten and in children's school club. The aim of the topic is to get familiar with planning and preparation of activities from point of view of teacher and educator within organizational forms of day in kindergarten

and in school children's club, which support overall development of children in preschool and younger school age. Also, by planning project activities in open learning environment, as well as organizing activities during their implementation within organizational forms of day in kindergarten and in children's school club and their evaluation. Student should acquire ability to apply individual components of process of planning and preparation of teaching and education in kindergarten and in children's school club. He / she is aware of most important principles of development of a child's personality in pre-primary education and in school children's club and can plan and prepare activities for children in preschool and younger school age.

Recommended literature:

Odporúčaná literatúra:

KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus. Dostupná na: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/PRE_DOCENTA/Kostrub_2012_knizka.pdf

KOSTRUB, D. a kol. (2005). Dizajn procesu výučby v materskej škole. Prešov: Rokus.

PUPALA, B. a kol. (2021). Povinné predprimárne vzdelávanie: sprievodca cieľmi a obsahom. Bratislava: Štátny pedagogický ústav. Dostupná na: https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/predprimar/sprievodca-cielmi-obsahom.pdf

Osobitosti tvorby školského vzdelávacieho programu v materskej škole. Aktualizované podľa právneho stavu účinného od 1. januára 2022, dostupné na: https://www.minedu.sk/data/att/543/21712.4dd98b.pdf

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Bratislava: Ministerstvo ŠVVaŠ SR, ŠPÚ, 2016. Dostupná na: www.minedu.sk

Languages necessary to complete the course:

Slovak language

Notes:

Past grade distribution

Total number of evaluated students: 486

A	ABS	B	C	D	E	FX
75,72	0,0	18,11	3,7	0,82	0,82	0,82

Lecturers: Mgr. Veronika Valkóová, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde005/22	Development methods of preparatory notions to the notion number

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week lecture, total 22 hours per semester, combined form; (primarily attend)
Student workload:
11 x 2 hours of direct teaching = 22 hours; 30 hours of preparation for the interim assessment; 20 hours of group project preparation; 48 hours of studying literature and preparing for the test. A total of 120 hours of student work.
Teaching/Learning methods: explanation, explanation, discussion of the topic; small group work; creation and analysis of tasks and activities, presentation of projects, e-learning.
The course seminars usually start with an explanation of the topic according to the course syllabus, continue with the solution of tasks requiring the application of given theoretical knowledge, and the main part is the analysis of tasks and activities for children in pre-primary education, in which students identify the given theoretical concepts. Subsequently, students create tasks and activities for children in pre-primary education frontally, in pairs or in small groups. Through discussion, students are encouraged to reflect on given content and themes. Ongoing teaching is usually concluded with the presentation of group projects..
Number of credits: 4
Recommended semester/trimester of study: 3-4.semester
Level of study: 1st

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with a written test of the knowledge acquired throughout the semester (40 points). During the semester the student is also evaluated by intermediate tests (30 points) and the preparation and defence of a group project (maximum 30 points).
The final test examines the student's knowledge acquired throughout the semester and consists of theoretical knowledge, problem solving and application tasks aimed at the application of theoretical knowledge in the creation of tasks and activities for children in pre-primary education.

The midterm test examines the quality of the student's ongoing preparation during the semester.
The group project develops and tests the student's ability to develop a proposal of graded educational activities for pre-primary education in one specific topic, with correct determination of the relevant objectives, adherence to methodological procedures, and original and creative solutions to the specific topic.
The group project develops and tests the student's ability to develop a proposal of graded educational activities for pre-primary education in one specific topic, with the correct determination of the relevant objectives, adherence to methodological procedures and original and creative solutions to a specific topic. The student is evaluated for creativity, originality and correctness of the proposed tasks/activities for children in pre-primary education.
Assessment is awarded on a scale of:
A (100-94%, excellent - outstanding results): the student has an excellent level of theoretical knowledge, thinks critically about the development of children's mathematical literacy in pre-primary education, takes initiative in seminars, brings original and creative ideas in the process of creating tasks and activities for children, masters the sequence in the formation of the child's idea of the concepts that lead to the idea of number (elements of logic, set, sorting, ordering, representation. ..) at an excellent level and is able to adapt the setting of objectives and the creation of graded tasks to this.
B (93-86%, very good - above average standard): the student masters theoretical knowledge at a very good level, thinks about developing children's mathematical literacy in pre-primary education in context, takes initiative in seminars, brings creative ideas in the process of creating tasks and activities for children, masters the sequence in the formation of the child's idea of the concepts that lead to the idea of number (elements of logic, set, sorting, ordering, display.... ..) at such a level that he/she is able to establish the objectives of the learning activities.
C (85-76%, good - normal reliable work): the student masters theoretical knowledge at an average level, knows the methods of developing the child's ideas about the concepts that lead to the idea of number (elements of logic, set, sorting, ordering, representation...), makes standard and meaningful suggestions in the process of creating tasks and activities for children, is able to formulate the objectives of mathematics education and to associate appropriate activities to them,
D (75-68%, satisfactory - acceptable results): the student has minor deficiencies in theoretical knowledge and in the knowledge of the development of mathematical literacy of children in pre-primary education, he is less active in seminars, he brings standard and average suggestions for education but cannot reveal connections, he knows standard methods, tasks and can follow the given methodology but cannot creatively adapt it, he has gaps in the mathematical foundations but knows standard methods and techniques for developing mathematical ideas.
E (67-60%, sufficient - the student has gaps in theoretical knowledge and in knowledge about developing mathematical literacy of children in pre-primary education, is passive in seminars, follows pre-given suggestions of methods and recommendations, does not have his own suggestions of educational activities, cannot detect connections, has gaps in depth of mastery in mathematical concepts, but can use standard methods and techniques of developing mathematical ideas, cannot apply activating methods in developing primary mathematical ideas.
Fx (59-0%, Inadequate - extra work required): a student receives this grade if he/she fails to meet any of the required minimum criteria or scores less than 60 out of a total of 60 points.

Learning outcomes:
Outcomes
Upon completion of the course, the student will:
Knowledge
- Knowledge of the basic concepts of logic, sets and set operations, relations, and representations,
- knowledge of the theory and methodology of developing primary mathematical ideas,

- understands the different concepts of number, cardinal and ordinal number, numbers in generated by the follower according to the axioms
- can identify the terms and concepts needed to develop number ideas in the curriculum and in different educational activities,
- knowledge of didactic tools and resources, including digital
- methods and techniques of diagnosis and assessment

Skills
- selection and use of didactic aids for specific activities,
- designing adequate tasks and activities to develop particular concepts,
- use of didactic games and play activities,
- searching for information and using it in educational activities.

Transferable competences

Differentiated approach to children with different abilities, dramatisation of simple situations, design of discovery activities that lead to the discovery of patterns and dependencies, organisation of group work, cooperative activities, argumentation and defence of opinions, presentation of projects, design of educational activities.

Class syllabus:

Brief outline of the course:

1. Developing initial ideas about statements, deciding the truth of statements in games and everyday situations based on children's own experiences, using logical connectives "and", "or" in everyday situations and during activities (not just math), using quantifiers all, at least one, some, neither,
2. Developing initial ideas about sets, naming the elements of a set, in graded age-appropriate tasks depending on the number of elements and the nature of the elements, identifying the common property of the elements of a set, forming a set based on both the deletion of elements and the common property of the elements, unifying sets, analysing the SPP in terms of the occurrence of concepts from mathematical logic and set theory.

Intermediate test on topics 1 and 2

3. Relation as a set of ordered pairs, properties of relations, equivalence relation and its use in sorting elements of a set, evaluation of criteria to see if they are suitable for sorting, sorting by two criteria, ordering relation, evaluation of criteria for ordering, analysis of the syllabus in terms of the occurrence of relations.
4. Planning activities with sessions in different age groups.
5. Representations, properties of representations, bijective representation as a tool for comparing elements of sets, representation in determining the number of elements of a set, sequences as representations on the set of natural numbers, examples of representations in children's activities and in the SPP, observation and identification of regularities in the pattern presented, repetition, continuation and completion of patterns.
6. Methods of forming the concept of number in the range up to 5 and up to 10, stages of numbering up to 5 (up to 10), learning the names of numbers in the natural order up to 5 and up to 10, determining the number of elements up to 5, forming sets with a given number of elements up to 5, models with real objects and with manipulative activities, expanding the number range to 10 (not including tens), using the principle of succession to determine the number of elements of a set in learning activities and play activities, becoming familiar with the shapes of digits without the requirement of acquiring this knowledge in full.

Modelling operations with numbers in the range up to 5 (up to 10) using real everyday objects or other available objects, examples of real situations of addition or subtraction solved by modelling.

Final test, presentation and defence of the group project.

Recommended literature:

Compulsory/Recommended readings:
Partová, E. Relácie a ich aplikácie v predškolskej matematike. 1. vyd. Bratislava: ASCO Art & Science, 2004. ISBN 80-88820-27-8.
Kaslová, M.: Předmatematické činnosti v predškolním vzdělávání, Raabe, Praha 2010
Opravilová, E.: Předškolní pedagogika. Grada, Praha, 2016

Languages necessary to complete the course:
Slovak language and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 871

A	ABS	B	C	D	E	FX
28,7	0,0	29,39	23,08	9,64	6,77	2,41

Lecturers: Mgr. Veronika Valkóová, PhD.

Last change: 24.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde005/22	Development methods of preparatory notions to the notion number

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week lecture, total 22 hours per semester, combined form; (primarily attend)
Student workload:
11 x 2 hours of direct teaching = 22 hours; 30 hours of preparation for the interim assessment; 20 hours of group project preparation; 48 hours of studying literature and preparing for the test. A total of 120 hours of student work.
Teaching/Learning methods: explanation, explanation, discussion of the topic; small group work; creation and analysis of tasks and activities, presentation of projects, e-learning.
The course seminars usually start with an explanation of the topic according to the course syllabus, continue with the solution of tasks requiring the application of given theoretical knowledge, and the main part is the analysis of tasks and activities for children in pre-primary education, in which students identify the given theoretical concepts. Subsequently, students create tasks and activities for children in pre-primary education frontally, in pairs or in small groups. Through discussion, students are encouraged to reflect on given content and themes. Ongoing teaching is usually concluded with the presentation of group projects..
Number of credits: 4
Recommended semester/trimester of study: 3-4.semester
Level of study: 1st

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with a written test of the knowledge acquired throughout the semester (40 points). During the semester the student is also evaluated by intermediate tests (30 points) and the preparation and defence of a group project (maximum 30 points).
The final test examines the student's knowledge acquired throughout the semester and consists of theoretical knowledge, problem solving and application tasks aimed at the application of theoretical knowledge in the creation of tasks and activities for children in pre-primary education.

The midterm test examines the quality of the student's ongoing preparation during the semester.
The group project develops and tests the student's ability to develop a proposal of graded educational activities for pre-primary education in one specific topic, with correct determination of the relevant objectives, adherence to methodological procedures, and original and creative solutions to the specific topic.
The group project develops and tests the student's ability to develop a proposal of graded educational activities for pre-primary education in one specific topic, with the correct determination of the relevant objectives, adherence to methodological procedures and original and creative solutions to a specific topic. The student is evaluated for creativity, originality and correctness of the proposed tasks/activities for children in pre-primary education.
Assessment is awarded on a scale of:
A (100-94%, excellent - outstanding results): the student has an excellent level of theoretical knowledge, thinks critically about the development of children's mathematical literacy in pre-primary education, takes initiative in seminars, brings original and creative ideas in the process of creating tasks and activities for children, masters the sequence in the formation of the child's idea of the concepts that lead to the idea of number (elements of logic, set, sorting, ordering, representation. ..) at an excellent level and is able to adapt the setting of objectives and the creation of graded tasks to this.
B (93-86%, very good - above average standard): the student masters theoretical knowledge at a very good level, thinks about developing children's mathematical literacy in pre-primary education in context, takes initiative in seminars, brings creative ideas in the process of creating tasks and activities for children, masters the sequence in the formation of the child's idea of the concepts that lead to the idea of number (elements of logic, set, sorting, ordering, display.... ..) at such a level that he/she is able to establish the objectives of the learning activities.
C (85-76%, good - normal reliable work): the student masters theoretical knowledge at an average level, knows the methods of developing the child's ideas about the concepts that lead to the idea of number (elements of logic, set, sorting, ordering, representation...), makes standard and meaningful suggestions in the process of creating tasks and activities for children, is able to formulate the objectives of mathematics education and to associate appropriate activities to them,
D (75-68%, satisfactory - acceptable results): the student has minor deficiencies in theoretical knowledge and in the knowledge of the development of mathematical literacy of children in pre-primary education, he is less active in seminars, he brings standard and average suggestions for education but cannot reveal connections, he knows standard methods, tasks and can follow the given methodology but cannot creatively adapt it, he has gaps in the mathematical foundations but knows standard methods and techniques for developing mathematical ideas.
E (67-60%, sufficient - the student has gaps in theoretical knowledge and in knowledge about developing mathematical literacy of children in pre-primary education, is passive in seminars, follows pre-given suggestions of methods and recommendations, does not have his own suggestions of educational activities, cannot detect connections, has gaps in depth of mastery in mathematical concepts, but can use standard methods and techniques of developing mathematical ideas, cannot apply activating methods in developing primary mathematical ideas.
Fx (59-0%, Inadequate - extra work required): a student receives this grade if he/she fails to meet any of the required minimum criteria or scores less than 60 out of a total of 60 points.

Learning outcomes:
Outcomes
Upon completion of the course, the student will:
Knowledge
- Knowledge of the basic concepts of logic, sets and set operations, relations, and representations,
- knowledge of the theory and methodology of developing primary mathematical ideas,

- understands the different concepts of number, cardinal and ordinal number, numbers in generated by the follower according to the axioms
- can identify the terms and concepts needed to develop number ideas in the curriculum and in different educational activities,
- knowledge of didactic tools and resources, including digital
- methods and techniques of diagnosis and assessment

Skills
- selection and use of didactic aids for specific activities,
- designing adequate tasks and activities to develop particular concepts,
- use of didactic games and play activities,
- searching for information and using it in educational activities.

Transferable competences

Differentiated approach to children with different abilities, dramatisation of simple situations, design of discovery activities that lead to the discovery of patterns and dependencies, organisation of group work, cooperative activities, argumentation and defence of opinions, presentation of projects, design of educational activities.

Class syllabus:

Brief outline of the course:

1. Developing initial ideas about statements, deciding the truth of statements in games and everyday situations based on children's own experiences, using logical connectives "and", "or" in everyday situations and during activities (not just math), using quantifiers all, at least one, some, neither,
2. Developing initial ideas about sets, naming the elements of a set, in graded age-appropriate tasks depending on the number of elements and the nature of the elements, identifying the common property of the elements of a set, forming a set based on both the deletion of elements and the common property of the elements, unifying sets, analysing the SPP in terms of the occurrence of concepts from mathematical logic and set theory.

Intermediate test on topics 1 and 2

3. Relation as a set of ordered pairs, properties of relations, equivalence relation and its use in sorting elements of a set, evaluation of criteria to see if they are suitable for sorting, sorting by two criteria, ordering relation, evaluation of criteria for ordering, analysis of the syllabus in terms of the occurrence of relations.
4. Planning activities with sessions in different age groups.
5. Representations, properties of representations, bijective representation as a tool for comparing elements of sets, representation in determining the number of elements of a set, sequences as representations on the set of natural numbers, examples of representations in children's activities and in the SPP, observation and identification of regularities in the pattern presented, repetition, continuation and completion of patterns.
6. Methods of forming the concept of number in the range up to 5 and up to 10, stages of numbering up to 5 (up to 10), learning the names of numbers in the natural order up to 5 and up to 10, determining the number of elements up to 5, forming sets with a given number of elements up to 5, models with real objects and with manipulative activities, expanding the number range to 10 (not including tens), using the principle of succession to determine the number of elements of a set in learning activities and play activities, becoming familiar with the shapes of digits without the requirement of acquiring this knowledge in full.

Modelling operations with numbers in the range up to 5 (up to 10) using real everyday objects or other available objects, examples of real situations of addition or subtraction solved by modelling.

Final test, presentation and defence of the group project.

Recommended literature:

Compulsory/Recommended readings:
Partová, E. Relácie a ich aplikácie v predškolskej matematike. 1. vyd. Bratislava: ASCO Art & Science, 2004. ISBN 80-88820-27-8.
Kaslová, M.: Předmatematické činnosti v predškolním vzdělávání, Raabe, Praha 2010
Opravilová, E.: Předškolní pedagogika. Grada, Praha, 2016

Languages necessary to complete the course:
Slovak language and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 871

A	ABS	B	C	D	E	FX
28,7	0,0	29,39	23,08	9,64	6,77	2,41

Lecturers: Mgr. Veronika Valkóová, PhD.

Last change: 24.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde021/22	Developmental psychology

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 1 / 1 **per level/semester:** 13 / 13
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
1 hour lecture and 1 hour seminar per week; i.e. 22 hours /semester, combined (primarily full-time).
Student's workload: 11x2 hours of direct teaching = 22 hours; work on continuous assignments (18 hours), preparation for assignments carried out in seminars (15 hours); preparation for a continuous test (25 hours); preparation of a seminar paper in the form of min. 7-10 A4 on current topics in developmental psychology (20 hours); group work with literature and presentation in front of the group (15 hours); preparation for the final test (35 hours); 150 hours in total.
Teaching methods: lecture, heuristic methods, group discussion, group work, analysis of research findings with multimedia support, analysis of problem situations, guided self-study and work with a professional text.

Number of credits: 5

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
50% of the interim evaluation + 50% of the final evaluation
There will be two written examinations during the semester with the possibility to score 15 points (15 closed questions), students will produce a seminar paper of 7-10 AH (15 points) and present the seminar paper in an interactive way for a maximum of 10 minutes (10 points).
The examination will consist of a written part (30 open and closed questions) (50 points).
Credit will not be awarded to a student who scores less than 50% on any of the assignments.
To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
For grade A, the student has correctly acquired the knowledge of developmental psychology, is able to critically evaluate it, apply it especially in pedagogical practice and link it with the knowledge

of other disciplines, the student is able to study independently, is able to reflect on developmental-psychological issues, is able to differentiate what a child can do at which period of life, what he/she can understand and is able to propose recommendations for the effective functioning of educational processes in different developmental periods.
A grade of B means that the student has achieved above average results throughout the semester, has correctly acquired most of the knowledge of developmental psychology, is able to critically evaluate it and apply it in pedagogical practice. At the same time, the student was able to study independently, is able to distinguish what a child can do at which period of life, what he/she can understand, and is able to propose recommendations for the effective functioning of educational processes in different developmental periods.
C grade means that the student has performed well during the semester, his/her theoretical knowledge of developmental psychology is at a good level, he/she is able to evaluate it, but lacks the ability to apply this knowledge, to critically evaluate it, but is able to give at least some examples as well as to propose recommendations for the effective functioning of the educational process with regard to the developmental period in which the child/student is...
The grade D means that the student was less prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has greater difficulties in independent implementation work, as well as in group work, there are deficiencies in the critical analysis of information, after being directed, can propose recommendations for the effective functioning of educational processes in different developmental periods.
Evaluation E means that the student is oriented in the basic knowledge and concepts of developmental psychology, can name the areas of its application in everyday life or pedagogical practice, the acquired knowledge can at least at a minimal level connect with the knowledge of other disciplines, only to a minimal extent can propose recommendations for the effective functioning of educational processes in different developmental periods.
A grade of Fx will be awarded to a student who has insufficient knowledge of developmental psychology and whose results require further work and study.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
Learning objectives and outcomes:
The aim of the course is to clarify the basic theoretical knowledge of developmental psychology, to explain the differences of individual developmental periods in relation to pedagogical practice. Students will have critically acquired (to the extent as indicated in the grading scale above) current theoretical and empirical knowledge of developmental psychology as a basic psychological discipline (e.g. the subject and methods of research in ontogenetic psychology, the conceptual system of developmental psychology, interdisciplinary and transdisciplinary relationships and possibilities of application; theories and models of psychological development, laws of psychological development; conditions and characteristics of the course of developmental changes of individual psychological functions, personality and social competence in the context of lifelong ontogenesis of man; basic psychological methods and techniques of developmental level assessment; current areas of research and development in developmental psychology and their results). Students should use the acquired knowledge in the study of other subjects of their study programme, as well as in practice when working with preschool and younger school-age children. In addition to theoretical knowledge, students will acquire the ability to compare and critically evaluate professional and guided information and various information sources; they will be able to reproduce professional knowledge, graphs and charts and also apply knowledge and acquired knowledge to real-life situations; they will be able to find logical connections in opinions and ideas and differentiate individual findings, evaluate them and subsequently present them. They also develop organisational and digital skills when working with modern information technology.

Class syllabus:

Course outcomes of subject (content):

- The subject, methods of research in developmental psychology and its relationship to related disciplines.
- General characteristics of psychological development: classification of developmental changes and processes, factors of psychological development, developmental norm, issues of periodization of psychological development.
- Current theoretical models of psychological development in the context of the development of the discipline and new trends in research and its results: endogenistic, exogenistic and interactionist models of psychological ontogenesis.
- Motor development and its significance in overall psychological development: laws and development of gross and fine motor development, their relationship to overall psychological development. Play and drawing and its place in psychological development (development and characteristics of play and drawing in the context of motor, cognitive and social development).
- Cognitive development: the development of cognitive psychological functions in relation to basic theoretical concepts (perception, attention, memory, imagination, thinking, speech and its importance for overall psychological development, human action and behavioural regulation).
- Personality development: the formation of self and psychological identity (self-image, self-esteem), needs, values and interests and their formative factors (family, school, peer group, friends, culture) and the cognitive contribution of the main theories of personality development. Interpersonal bond building (relational bonding/attachment): theory and empirical findings.
- Emotion development: stages and factors of emotion development in the context of socialization (differentiation of emotions and their expression, emotional intelligence, emotional regulation with respect to stages of ontogeny). Psychosexual development: physical and psychological components of human sexuality and its development (psychosexual orientation, gender, gender role, gender concept and ontogeny).
- Social development: the development of the social self, social understanding and social relationships and the socialisation of the individual (processes of socialisation in the context of ontogeny and the critical social group - family, school, playgroup/peer group, collective in the light of current socio-cultural challenges).
- Moral development: psychological concepts of moral development (conditions and developmental stages, moral judgement and moral action /prosocial behaviour, moral character, moral values, moral sentiments and moral identity; self-discipline and empathy).
- Methods of developmental assessment: developmental screenings and scales and their diagnostic possibilities, aspects of school maturity.

Recommended literature:

Compulsory reading

Jursová Zacharová, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Univerzita Komenského v Bratislave.

Recommended reading

Šramová, B. (2007). Osobnosť v procese ontogenézy. Melius, 2007. (vybrané časti)
Vágnerová, M. (2012). Vývojová psychologie. Dětství a dospívaní. Karolinum.

periodiká

Developmental Psychology Journal: https://www.apa.org/pubs/journals/dev
Child Development: https://srcd.onlinelibrary.wiley.com/journal/14678624
Psychológia a patopsychológia dieťaťa: https://vudpap.sk/x/cinnosti-vudpap/informacna-a-edicna-cinnost/casopisy-vudpap/papd/

Languages necessary to complete the course:

Slovak, Czech and English (read with elementary comprehension foreign research studies or review papers, understand videos in English

Notes:

Past grade distribution
Total number of evaluated students: 926

A	ABS	B	C	D	E	FX
41,58	0,0	23,97	19,33	8,75	3,24	3,13

Lecturers: doc. Mgr. Zlatica Zacharová, PhD.

Last change: 29.10.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde021/22	Developmental psychology

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 1 / 1 **per level/semester:** 13 / 13
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
1 hour lecture and 1 hour seminar per week; i.e. 22 hours /semester, combined (primarily full-time).
Student's workload: 11x2 hours of direct teaching = 22 hours; work on continuous assignments (18 hours), preparation for assignments carried out in seminars (15 hours); preparation for a continuous test (25 hours); preparation of a seminar paper in the form of min. 7-10 A4 on current topics in developmental psychology (20 hours); group work with literature and presentation in front of the group (15 hours); preparation for the final test (35 hours); 150 hours in total.
Teaching methods: lecture, heuristic methods, group discussion, group work, analysis of research findings with multimedia support, analysis of problem situations, guided self-study and work with a professional text.

Number of credits: 5

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
50% of the interim evaluation + 50% of the final evaluation
There will be two written examinations during the semester with the possibility to score 15 points (15 closed questions), students will produce a seminar paper of 7-10 AH (15 points) and present the seminar paper in an interactive way for a maximum of 10 minutes (10 points).
The examination will consist of a written part (30 open and closed questions) (50 points).
Credit will not be awarded to a student who scores less than 50% on any of the assignments.
To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
For grade A, the student has correctly acquired the knowledge of developmental psychology, is able to critically evaluate it, apply it especially in pedagogical practice and link it with the knowledge

of other disciplines, the student is able to study independently, is able to reflect on developmental-psychological issues, is able to differentiate what a child can do at which period of life, what he/she can understand and is able to propose recommendations for the effective functioning of educational processes in different developmental periods.
A grade of B means that the student has achieved above average results throughout the semester, has correctly acquired most of the knowledge of developmental psychology, is able to critically evaluate it and apply it in pedagogical practice. At the same time, the student was able to study independently, is able to distinguish what a child can do at which period of life, what he/she can understand, and is able to propose recommendations for the effective functioning of educational processes in different developmental periods.
C grade means that the student has performed well during the semester, his/her theoretical knowledge of developmental psychology is at a good level, he/she is able to evaluate it, but lacks the ability to apply this knowledge, to critically evaluate it, but is able to give at least some examples as well as to propose recommendations for the effective functioning of the educational process with regard to the developmental period in which the child/student is...
The grade D means that the student was less prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has greater difficulties in independent implementation work, as well as in group work, there are deficiencies in the critical analysis of information, after being directed, can propose recommendations for the effective functioning of educational processes in different developmental periods.
Evaluation E means that the student is oriented in the basic knowledge and concepts of developmental psychology, can name the areas of its application in everyday life or pedagogical practice, the acquired knowledge can at least at a minimal level connect with the knowledge of other disciplines, only to a minimal extent can propose recommendations for the effective functioning of educational processes in different developmental periods.
A grade of Fx will be awarded to a student who has insufficient knowledge of developmental psychology and whose results require further work and study.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
Learning objectives and outcomes:
The aim of the course is to clarify the basic theoretical knowledge of developmental psychology, to explain the differences of individual developmental periods in relation to pedagogical practice. Students will have critically acquired (to the extent as indicated in the grading scale above) current theoretical and empirical knowledge of developmental psychology as a basic psychological discipline (e.g. the subject and methods of research in ontogenetic psychology, the conceptual system of developmental psychology, interdisciplinary and transdisciplinary relationships and possibilities of application; theories and models of psychological development, laws of psychological development; conditions and characteristics of the course of developmental changes of individual psychological functions, personality and social competence in the context of lifelong ontogenesis of man; basic psychological methods and techniques of developmental level assessment; current areas of research and development in developmental psychology and their results). Students should use the acquired knowledge in the study of other subjects of their study programme, as well as in practice when working with preschool and younger school-age children. In addition to theoretical knowledge, students will acquire the ability to compare and critically evaluate professional and guided information and various information sources; they will be able to reproduce professional knowledge, graphs and charts and also apply knowledge and acquired knowledge to real-life situations; they will be able to find logical connections in opinions and ideas and differentiate individual findings, evaluate them and subsequently present them. They also develop organisational and digital skills when working with modern information technology.

Class syllabus:

Course outcomes of subject (content):

- The subject, methods of research in developmental psychology and its relationship to related disciplines.
- General characteristics of psychological development: classification of developmental changes and processes, factors of psychological development, developmental norm, issues of periodization of psychological development.
- Current theoretical models of psychological development in the context of the development of the discipline and new trends in research and its results: endogenistic, exogenistic and interactionist models of psychological ontogenesis.
- Motor development and its significance in overall psychological development: laws and development of gross and fine motor development, their relationship to overall psychological development. Play and drawing and its place in psychological development (development and characteristics of play and drawing in the context of motor, cognitive and social development).
- Cognitive development: the development of cognitive psychological functions in relation to basic theoretical concepts (perception, attention, memory, imagination, thinking, speech and its importance for overall psychological development, human action and behavioural regulation).
- Personality development: the formation of self and psychological identity (self-image, self-esteem), needs, values and interests and their formative factors (family, school, peer group, friends, culture) and the cognitive contribution of the main theories of personality development. Interpersonal bond building (relational bonding/attachment): theory and empirical findings.
- Emotion development: stages and factors of emotion development in the context of socialization (differentiation of emotions and their expression, emotional intelligence, emotional regulation with respect to stages of ontogeny). Psychosexual development: physical and psychological components of human sexuality and its development (psychosexual orientation, gender, gender role, gender concept and ontogeny).
- Social development: the development of the social self, social understanding and social relationships and the socialisation of the individual (processes of socialisation in the context of ontogeny and the critical social group - family, school, playgroup/peer group, collective in the light of current socio-cultural challenges).
- Moral development: psychological concepts of moral development (conditions and developmental stages, moral judgement and moral action /prosocial behaviour, moral character, moral values, moral sentiments and moral identity; self-discipline and empathy).
- Methods of developmental assessment: developmental screenings and scales and their diagnostic possibilities, aspects of school maturity.

Recommended literature:

Compulsory reading

Jursová Zacharová, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Univerzita Komenského v Bratislave.

Recommended reading

Šramová, B. (2007). Osobnosť v procese ontogenézy. Melius, 2007. (vybrané časti)
Vágnerová, M. (2012). Vývojová psychologie. Dětství a dospívaní. Karolinum.

periodiká

Developmental Psychology Journal: https://www.apa.org/pubs/journals/dev
Child Development: https://srcd.onlinelibrary.wiley.com/journal/14678624
Psychológia a patopsychológia dieťaťa: https://vudpap.sk/x/cinnosti-vudpap/informacna-a-edicna-cinnost/casopisy-vudpap/papd/

Languages necessary to complete the course:

Slovak, Czech and English (read with elementary comprehension foreign research studies or review papers, understand videos in English

Notes:

Past grade distribution
Total number of evaluated students: 926

A	ABS	B	C	D	E	FX
41,58	0,0	23,97	19,33	8,75	3,24	3,13

Lecturers: doc. Mgr. Zlatica Zacharová, PhD.

Last change: 29.10.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde223/22	Difficult ortography phenomena in Slovak language teaching

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities: Type, scope and methods of educational activities:
2 hours seminar/week; total 22 hours per semester, combined, mainly by the lecture method
Student workload:
11x2 hours of direct instruction = 22 hours; 20 hours preparing the student for the first midterm test; 20 hours preparing the student for the second midterm test; 28 hours preparing the student for the final test. Total of 90 hours of student work.
Teaching methods. This is aimed at explaining individual orthographic phenomena in Slovak, as well as the morphological and partly syntactic level of the language. The monological interpretation directly corresponds to the basic spelling rules that the student should master if he/she wants to lead a cultivated and spelling-correct communication with colleagues and parents of pupils/children in his/her didactic practice in kindergartens and kindergartens. It presents language as a system of interconnected planes, but focuses primarily on the orthographic aspect of language expression, since the ability to communicate in a cultured manner is one of the basic skills that a student of pre-primary and primary education should possess.
Another method implemented, building on the previous one, is the method of practical exercises aimed at practising individual orthographic phenomena. Practical exercises are the best and most effective way to sufficiently master and automate spelling phenomena, especially given that Slovak is a language which has many exceptions to the rule in its system and its individual levels, and only by practicing them repeatedly can individual linguistic principles be sufficiently mastered.
Last but not least, the demonstration of problematic spelling phenomena, their analysis and solution, which is especially important in view of the recurrent spelling errors in the written speech of students (when writing term and final qualification papers) and adults, is also among the methods. The most frequent shortcomings include writing incorrect forms of adjectives in N pl., incorrect writing of numerals, incorrect punctuation, especially in sentences, incorrect writing of words in their basic form. The aim of the analysis of the problem phenomena is to eliminate the incorrect spellings and to learn their correct form.
A complementary method used in the seminar will be the work with ICT, especially the presentation of online resources where the student can look up relevant information in case of orthographic ambiguities. At the same time, this work increases the level of his/her digital skills and competences.

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:

Course completion requirements: The student will submit two interim spelling papers during the semester with a maximum of 50 points. The student will also take a final test with a maximum of 60 points. A minimum of 146 points is required for a final grade of A, a minimum of 130 points for a grade of B, a minimum of 117 points for a grade of C, a minimum of 106 points for a grade of D, and a minimum of 96 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required)
A-Excellent performance, the student knows/controls/constructs/critically evaluates spelling phenomena in their completeness and can apply them didactically without error. B-Excellent performance, the student knows the spelling phenomena at a sufficient level without significant deficiencies. C-good performance, the student masters spelling phenomena at an average level with more significant errors. D- student's mastery of spelling phenomena is below average, student's knowledge of spelling shows more significant deficiencies; E- student's work meets the minimum criteria, student has not mastered most of the spelling phenomena even at a below average level. Fx - the student's work does not meet the requirements for passing the course in any of the required criteria and it is necessary for the student to retake the course.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
By completing the course the student will gain a basic overview of orthographic phenomena of Slovak from the systemic and didactic point of view. By practicing them repeatedly, the student will be able to realize his/her written expression without orthographic deficiencies, observing the principles of the refinement of linguistic expression. We see this skill as extremely important in terms of his profiling as a kindergarten teacher and an educator in the kindergarten. On the basis of the course, the student will understand the orthographic principles of the Slovak language and their direct application in practice. As part of the development of digital skills, the course will introduce relevant online resources that can be consulted in practice in the event of orthographically questionable phenomena. The development of transferable skills consists primarily in the continuous development of communicative competences.

Class syllabus:

Course outcomes of subject (content):
- History of the Slovak Spelling Rules. History of Slovak spelling rules
This chapter deals with the history of codification and the development of the Slovak language since the last third of the 18th century. It shows that Slovak was not a rigid, pre-ordained linguistic system, but on the contrary, it was constantly evolving and developing and adapting to linguistic changes and social influences. Attention is also paid to the development of the alphabetic system, vowels, consonants and diphthongs, and the development of the syllabic system.
- The writing of i/í and y/ý in native words and in words of foreign origin. Writing the vowel ä
The chapter is mainly devoted to the spelling of y/i after both consonants and in words of foreign origin. Particular attention is paid to the spelling of selected words in their basic form and words derived from them. At the same time, the semantics of selected words, especially archaisms,

historicisms and rarely occurring book words, are explained in connection with the sentence. At the same time, the occurrence of the ypsilon is related to the etymology of the language. The topic is explained on the principle of oppositional examples.
- The writing of the consonants ď, ť, ň, ľ. Writing consonants in prefixes and prepositions
The chapter deals with the rule of writing the soft "i" after the consonants "d", "t", "n", "l" and the differences between the spoken and written form of words. At the same time, attention is also paid to the function of prepositions in Slovak, the vocalization of prepositions and suprasegmental phenomena related to prepositions (the position of the accent in Slovak).
- Writing words separately and together. Word division
The chapter deals with controversial cases of words that are semantically similar but differ in when they are written separately and when they are written together, depending on the context. This is indicated by the difference between an adverb and a preposition, both a semantic and an orthographic difference. Further, attention is also paid in this chapter to the splitting of words at the end of a line so as to preserve the morphemic seam.
- Writing capital letters
The chapter discusses the capitalization of all word groups. Not only at the beginning of a sentence, but also in the writing of proper names, geographical and institutional names, names of states, names of products and programmes, in the designation of ethnic groups, objects of animate and inanimate nature. We consider this part of the subject to be particularly important, as there are repeated errors in the writing of capital letters.
- Punctuation and punctuation marks
Punctuation, especially the use of commas in simple sentences and in clauses, is also one of the phenomena that needs to be repeatedly explained. Therefore, the main focus of this part of the course is on the comma and its relation to conjunctions in the simple sentence, the subordinating conjunction and the subordinating clause. The comma, as well as other punctuation marks, is primarily used to break up a statement. It has a relationship to particles, specific spelling in the case of an address, an embedded clause, but also, for example, in an address. All these phenomena determine the spelling of the comma, but we must not forget the other punctuation marks and their function (colon, semicolon, three dots...)
- Morphological structure of Slovak.
This chapter is devoted to morphology: flexible and inflexible word types (nouns, adjectives, pronouns, numerals, verbs, adverbs, prepositions, conjunctions, particles, adverbs) and their associated grammatical categories. Grammatical categories best reflect the inflectional principle of Slovak, which is closely related to spelling. Attention is also paid to relatively recently introduced noun patterns (princess, kuli), as well as to the different spelling of animate and inanimate nouns.
- Syntax of the Slovak language: basic concepts
The basic element of Slovak syntax is the sentence, but there are also elements of which it is composed - syntagms, compound sentences and relations between sentence members, and it is these that are the focus of this chapter. This chapter explains what is and how correspondence, binding, and priming are formed, and how attributive, determinative, and possessive syntax are formed. Only after these contexts have been made clear can we move on to the characteristics of the sentence.
- The sentence and the clause: differences and common features
The chapter explains the grammatical core of a one-part sentence (verbal, nominal, verbal-nominal) and also the grammatical core of a two-part sentence (adverb, or subject and adverb). Furthermore, the modality of the sentence (announcing, interrogative, imperative, requesting, requesting, calling) is the subject of the seminar. We also cover the differences between bare and expanded sentences and the basic classification of clauses into simple, compound, subordinating and subordinating.
- Branch articles, their determination

The chapter is devoted to the basic and developing clause members (subject, adverb, object, adverbial determiner, adjectival determiner, adjectival agreeing and disagreeing, complement). Special attention is paid to the subject in the genitive case and to the ambiguity between the unmatched adjective and the subject.
- Sentence and clause: differences and common features
The chapter explains the grammatical core of a one-part sentence (verbal, nominal, verbal-nominal) and also the grammatical core of a two-part sentence (adverb, or subject and adverb). Furthermore, the modality of the sentence (announcing, interrogative, imperative, requesting, requesting, calling) is the subject of the seminar. We also cover the differences between bare and expanded sentences and the basic classification of clauses into simple, compound, subordinating and subordinating.
- Branch articles, their determination
The chapter is devoted to the basic and developing clause members (subject, adverb, object, adverbial determiner, adjectival determiner, adjectival agreeing and disagreeing, complement). Special attention is paid to the subject in the genitive case and to the ambiguity between the unmatched adjective and the subject.
- The relation of syntax morphology to the pupil's style education in primary education.
Since syntax is directly related to the production of essay products, the last session deals with individual essay procedures and their syntactic and morphological constants. We directly correlate the narrative style procedure with the use of action verbs, the descriptive style procedure with the use of adjectives, and the informational style procedure as a means of economizing linguistic expression.
- The acquisition of this knowledge has a direct impact on students' ability to communicate adequately and flawlessly in writing not only in their studies, but also in later life, in both pedagogical and non-teaching environments.

Recommended literature:
Compulsory/Recommended readings:
Pravidlá slovenského pravopisu. 4. vydanie. Bratislava: Veda, 2013. ISBN 9788022413312.
RIPKA, I., IMRICHOVÁ, M., SKLADANÁ, J. Príručka slovenského pravopisu pre školy a prax. Bratislava: Ottovo nakladateľstvo, 2011. ISBN 978-80-969159-1-0.
NAVRÁTIL, L. ŠIMURKA, J. Praktická príručka slovenského pravopisu. 2., upravené a doplnené vyd. Nitra: Enigma, 2005. ISBN 80-89132-19-7.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 679

A	ABS	B	C	D	E	FX
24,59	0,0	39,91	21,21	8,98	3,83	1,47

Lecturers: Mgr. Adela Dúbravová, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde223/22	Difficult ortography phenomena in Slovak language teaching

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities: Type, scope and methods of educational activities:
2 hours seminar/week; total 22 hours per semester, combined, mainly by the lecture method
Student workload:
11x2 hours of direct instruction = 22 hours; 20 hours preparing the student for the first midterm test; 20 hours preparing the student for the second midterm test; 28 hours preparing the student for the final test. Total of 90 hours of student work.
Teaching methods. This is aimed at explaining individual orthographic phenomena in Slovak, as well as the morphological and partly syntactic level of the language. The monological interpretation directly corresponds to the basic spelling rules that the student should master if he/she wants to lead a cultivated and spelling-correct communication with colleagues and parents of pupils/children in his/her didactic practice in kindergartens and kindergartens. It presents language as a system of interconnected planes, but focuses primarily on the orthographic aspect of language expression, since the ability to communicate in a cultured manner is one of the basic skills that a student of pre-primary and primary education should possess.
Another method implemented, building on the previous one, is the method of practical exercises aimed at practising individual orthographic phenomena. Practical exercises are the best and most effective way to sufficiently master and automate spelling phenomena, especially given that Slovak is a language which has many exceptions to the rule in its system and its individual levels, and only by practicing them repeatedly can individual linguistic principles be sufficiently mastered.
Last but not least, the demonstration of problematic spelling phenomena, their analysis and solution, which is especially important in view of the recurrent spelling errors in the written speech of students (when writing term and final qualification papers) and adults, is also among the methods. The most frequent shortcomings include writing incorrect forms of adjectives in N pl., incorrect writing of numerals, incorrect punctuation, especially in sentences, incorrect writing of words in their basic form. The aim of the analysis of the problem phenomena is to eliminate the incorrect spellings and to learn their correct form.
A complementary method used in the seminar will be the work with ICT, especially the presentation of online resources where the student can look up relevant information in case of orthographic ambiguities. At the same time, this work increases the level of his/her digital skills and competences.

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:

Course completion requirements: The student will submit two interim spelling papers during the semester with a maximum of 50 points. The student will also take a final test with a maximum of 60 points. A minimum of 146 points is required for a final grade of A, a minimum of 130 points for a grade of B, a minimum of 117 points for a grade of C, a minimum of 106 points for a grade of D, and a minimum of 96 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required)
A-Excellent performance, the student knows/controls/constructs/critically evaluates spelling phenomena in their completeness and can apply them didactically without error. B-Excellent performance, the student knows the spelling phenomena at a sufficient level without significant deficiencies. C-good performance, the student masters spelling phenomena at an average level with more significant errors. D- student's mastery of spelling phenomena is below average, student's knowledge of spelling shows more significant deficiencies; E- student's work meets the minimum criteria, student has not mastered most of the spelling phenomena even at a below average level. Fx - the student's work does not meet the requirements for passing the course in any of the required criteria and it is necessary for the student to retake the course.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
By completing the course the student will gain a basic overview of orthographic phenomena of Slovak from the systemic and didactic point of view. By practicing them repeatedly, the student will be able to realize his/her written expression without orthographic deficiencies, observing the principles of the refinement of linguistic expression. We see this skill as extremely important in terms of his profiling as a kindergarten teacher and an educator in the kindergarten. On the basis of the course, the student will understand the orthographic principles of the Slovak language and their direct application in practice. As part of the development of digital skills, the course will introduce relevant online resources that can be consulted in practice in the event of orthographically questionable phenomena. The development of transferable skills consists primarily in the continuous development of communicative competences.

Class syllabus:

Course outcomes of subject (content):
- History of the Slovak Spelling Rules. History of Slovak spelling rules
This chapter deals with the history of codification and the development of the Slovak language since the last third of the 18th century. It shows that Slovak was not a rigid, pre-ordained linguistic system, but on the contrary, it was constantly evolving and developing and adapting to linguistic changes and social influences. Attention is also paid to the development of the alphabetic system, vowels, consonants and diphthongs, and the development of the syllabic system.
- The writing of i/í and y/ý in native words and in words of foreign origin. Writing the vowel ä
The chapter is mainly devoted to the spelling of y/i after both consonants and in words of foreign origin. Particular attention is paid to the spelling of selected words in their basic form and words derived from them. At the same time, the semantics of selected words, especially archaisms,

historicisms and rarely occurring book words, are explained in connection with the sentence. At the same time, the occurrence of the ypsilon is related to the etymology of the language. The topic is explained on the principle of oppositional examples.
- The writing of the consonants ď, ť, ň, ľ. Writing consonants in prefixes and prepositions
The chapter deals with the rule of writing the soft "i" after the consonants "d", "t", "n", "l" and the differences between the spoken and written form of words. At the same time, attention is also paid to the function of prepositions in Slovak, the vocalization of prepositions and suprasegmental phenomena related to prepositions (the position of the accent in Slovak).
- Writing words separately and together. Word division
The chapter deals with controversial cases of words that are semantically similar but differ in when they are written separately and when they are written together, depending on the context. This is indicated by the difference between an adverb and a preposition, both a semantic and an orthographic difference. Further, attention is also paid in this chapter to the splitting of words at the end of a line so as to preserve the morphemic seam.
- Writing capital letters
The chapter discusses the capitalization of all word groups. Not only at the beginning of a sentence, but also in the writing of proper names, geographical and institutional names, names of states, names of products and programmes, in the designation of ethnic groups, objects of animate and inanimate nature. We consider this part of the subject to be particularly important, as there are repeated errors in the writing of capital letters.
- Punctuation and punctuation marks
Punctuation, especially the use of commas in simple sentences and in clauses, is also one of the phenomena that needs to be repeatedly explained. Therefore, the main focus of this part of the course is on the comma and its relation to conjunctions in the simple sentence, the subordinating conjunction and the subordinating clause. The comma, as well as other punctuation marks, is primarily used to break up a statement. It has a relationship to particles, specific spelling in the case of an address, an embedded clause, but also, for example, in an address. All these phenomena determine the spelling of the comma, but we must not forget the other punctuation marks and their function (colon, semicolon, three dots...)
- Morphological structure of Slovak.
This chapter is devoted to morphology: flexible and inflexible word types (nouns, adjectives, pronouns, numerals, verbs, adverbs, prepositions, conjunctions, particles, adverbs) and their associated grammatical categories. Grammatical categories best reflect the inflectional principle of Slovak, which is closely related to spelling. Attention is also paid to relatively recently introduced noun patterns (princess, kuli), as well as to the different spelling of animate and inanimate nouns.
- Syntax of the Slovak language: basic concepts
The basic element of Slovak syntax is the sentence, but there are also elements of which it is composed - syntagms, compound sentences and relations between sentence members, and it is these that are the focus of this chapter. This chapter explains what is and how correspondence, binding, and priming are formed, and how attributive, determinative, and possessive syntax are formed. Only after these contexts have been made clear can we move on to the characteristics of the sentence.
- The sentence and the clause: differences and common features
The chapter explains the grammatical core of a one-part sentence (verbal, nominal, verbal-nominal) and also the grammatical core of a two-part sentence (adverb, or subject and adverb). Furthermore, the modality of the sentence (announcing, interrogative, imperative, requesting, requesting, calling) is the subject of the seminar. We also cover the differences between bare and expanded sentences and the basic classification of clauses into simple, compound, subordinating and subordinating.
- Branch articles, their determination

The chapter is devoted to the basic and developing clause members (subject, adverb, object, adverbial determiner, adjectival determiner, adjectival agreeing and disagreeing, complement). Special attention is paid to the subject in the genitive case and to the ambiguity between the unmatched adjective and the subject.
- Sentence and clause: differences and common features
The chapter explains the grammatical core of a one-part sentence (verbal, nominal, verbal-nominal) and also the grammatical core of a two-part sentence (adverb, or subject and adverb). Furthermore, the modality of the sentence (announcing, interrogative, imperative, requesting, requesting, calling) is the subject of the seminar. We also cover the differences between bare and expanded sentences and the basic classification of clauses into simple, compound, subordinating and subordinating.
- Branch articles, their determination
The chapter is devoted to the basic and developing clause members (subject, adverb, object, adverbial determiner, adjectival determiner, adjectival agreeing and disagreeing, complement). Special attention is paid to the subject in the genitive case and to the ambiguity between the unmatched adjective and the subject.
- The relation of syntax morphology to the pupil's style education in primary education.
Since syntax is directly related to the production of essay products, the last session deals with individual essay procedures and their syntactic and morphological constants. We directly correlate the narrative style procedure with the use of action verbs, the descriptive style procedure with the use of adjectives, and the informational style procedure as a means of economizing linguistic expression.
- The acquisition of this knowledge has a direct impact on students' ability to communicate adequately and flawlessly in writing not only in their studies, but also in later life, in both pedagogical and non-teaching environments.

Recommended literature:
Compulsory/Recommended readings:
Pravidlá slovenského pravopisu. 4. vydanie. Bratislava: Veda, 2013. ISBN 9788022413312.
RIPKA, I., IMRICHOVÁ, M., SKLADANÁ, J. Príručka slovenského pravopisu pre školy a prax. Bratislava: Ottovo nakladateľstvo, 2011. ISBN 978-80-969159-1-0.
NAVRÁTIL, L. ŠIMURKA, J. Praktická príručka slovenského pravopisu. 2., upravené a doplnené vyd. Nitra: Enigma, 2005. ISBN 80-89132-19-7.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 679

A	ABS	B	C	D	E	FX
24,59	0,0	39,91	21,21	8,98	3,83	1,47

Lecturers:

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde301/15	Digital literacy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities
2 hours seminar / week, 22 hours per semester, combined method (primarily face-to-face)
Student workload (daily form)
Direct teaching: 22 hours (2 hours per week)
Implementation of 1 partial (distance) task: 8 hours x 6 (distance tasks) = 48 hours
Preparation for interim assessment (elaboration of a semester project) = 20 hours
Total student workload 90 hours
Teaching methods
Monological methods – lecture, explanation of the curriculum,
Dialogic methods – conversation, discussion
Guided self-study – processing of partial tasks according to the assignment of the lecturer during the semester and their submission in electronic form within the set deadline, which the teacher continuously checks and evaluates

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements
The subject is finished with an assessment, the weight of the interim and final assessment is 100/0.
active participation in seminars realized by face-to-face and distance learning methods;
the processing of partial (distance) outputs/tasks according to the assignment of the lecturer during the semester from selected thematic areas and their submission in electronic form within the set deadline, which the teacher continuously checks and evaluates, constitutes 80 % of the total achievable point value; Submission of partial tasks is a condition for granting credits;
development of a semester project – at the end of the semester, the student will use the Prezi Present cloud tool to develop an original and visually impressive presentation of the educational content of the selected subjects at the primary level of elementary school education; The structure of the presentation must be designed based on one of the templates from the library of customizable templates supported by the Prezi Present application; Personal presentation of the created project in Prezi in front of the entire study group; Successful implementation and defense of the project constitutes 20% of the total achievable point value and is a condition for granting credits.

The rating is given on a scale:
A (100-91%, excellent – excellent results),
B (90-81%, very good – above average standard),
C (80-73%, good – regular reliable work),
D (72-66%, satisfactory – acceptable results),
E (65-60%, sufficient – the results meet the minimum criteria),
Fx (59-0%, insufficient – more additional work required).
In order to successfully complete the educational subject, it is necessary to obtain at least 60 % of the point evaluation.
A minimum of 91 points is required to obtain a final grade of A. For this evaluation, the student has to demonstrate: a creative and original approach when working out ongoing tasks, excellent professional knowledge and their application in solving problem tasks, excellent orientation in the issue, excellent communication skills, responsibility and timely completion of tasks, exceptional activity in teaching during the semester.
At least 81 points must be obtained to obtain a final grade of B. For this evaluation, the student must demonstrate: a creative approach when working out ongoing tasks using a model, above-average professional knowledge and its application in solving problem tasks with the help of consultations, above-average orientation in the issue, above-average communication skills, responsibility and timely completion of tasks, above-average activity in teaching during semester.
A minimum of 73 points is required to obtain a final grade of C. For this evaluation, the student must demonstrate: the ability to develop ongoing tasks using the specified template, good professional knowledge and their application in solving problem tasks in a group or with the help of a teacher, good orientation in the issue, good communication skills, completing the assigned tasks, average activity in teaching during semester based on the invitation of the teacher.
A minimum of 66 points is required to obtain a final grade of D. For this evaluation, the student has to demonstrate: the ability to develop ongoing tasks using the specified template and with the help of the teacher, average professional knowledge and its application in solving problem tasks in a group or with the help of the teacher, average orientation in the issue, average communication skills, completing assigned tasks, basic teaching activity during the semester in cooperation with the teacher or other students.
A minimum of 60 points is required to obtain a final grade of E. For this assessment, the student must demonstrate: the ability to work out ongoing tasks and with the help of the teacher, basic / minimal professional knowledge, basic / minimal orientation in the issue, basic communication skills, completion of assigned tasks.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes
The aim of the educational discipline Digital Literacy is to develop digital skills in students of teaching programs at the Faculty of Education of the UK (hereinafter referred to as PdF UK) with the ability to effectively use the appropriate range of didactic software applications in the context of the concept of design and creation of interactive educational activities, knowledge quizzes and tasks. electronic portfolios, impressive didactic presentations, new interactive forms of teaching material and other pedagogical/school documentation that can be used in the intentions of their future teaching profession at the pre-primary and primary level of regional education in the Slovak Republic, respectively in facilities for leisure activities of children of younger school age.
By completing the Digital Literacy educational discipline, a student has the capabilities and digital skills to effectively use the tools of the SMART Notebook software application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the

activation and attention of students participating in the classroom lesson in a school classroom, or in home conditions in case of implementation of distance/hybrid education.
By completing the educational discipline, the student also has capabilities and digital skills in the field of design and creation of mind maps through the tools of the Mindomo software application (or FreeMind, XMind) applicable in educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs in order to improve their communication skills and critical thinking.
By completing the educational discipline Digital Literacy, the student acquires professional digital competences in the field of concept design and creation of impressive non-linear presentations and interactive presentations of educational content implemented through the Prezi Present application of the Prezi cloud platform by expressing their own visual ideas that can be used in their own pedagogical activities in schools or school facilities.
By completing the Digital Literacy educational discipline, the student has, last but not least, the capabilities and digital skills to effectively use the Microsoft 365 cloud platform with an emphasis on the Sway, Word and Excel software applications by creating additional teaching materials for the needs of school teaching and maintaining relevant pedagogical documentation. The student manages the basic possibilities of using the online communication platform Microsoft Teams applicable in the implementation of the distance form of education at the level of regional education.

Class syllabus:

Course outcomes of subject (content)
The content of the educational discipline Digital Literacy is divided into four thematic areas and corresponding sub-topics in order to ensure the achievement of the specified particular educational goals. The content structure of the educational discipline is designed in such a way that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing educational topics organized in face-to-face and distance learning formats and at the same time strengthens his professional training in the subject area.
Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.
Application of the SMART Notebook software application and the SMART Lumio cloud environment in the educational process
We develop professional digital competences with the ability to effectively use the tools of the SMART Notebook desktop application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in a lesson in a school classroom (respectively of children participating in pre-primary education), or in home conditions in the case of implementation of distance/hybrid education;
We acquire digital skills in working with the SMART Response 2 tool supported by the SMART Notebook desktop application and the SMART Lumio cloud environment in the context of creating knowledge questions of the type – choosing one correct answer from several alternative answers, choosing several correct answers from several alternative answers, choosing an answer of the type Yes/No, questions with a free form of answer – within the framework of test sessions designed to check the knowledge of pupils of the regional education system of the Slovak Republic;
We adopt the methodology of applying knowledge tests mediated by pupils through the SMART Response 2 application within the SMART Notebook desktop application and gamification activities supported by the SMART Lumio cloud environment into the process of school teaching of subjects at the primary level of education;

We strengthen professional digital competences in the field of work with complex interactive solutions that can be used in educational situations with an emphasis on the interactive SMART Board.
Topics:
Basic functions and calibration of SMART Board interactive touch display/whiteboard; Symptoms, causes and solutions for some problems encountered when using the SMART Board interactive touchscreen/whiteboard; Installing and updating the SMART Notebook desktop application; Creating a virtual teacher's class in the SMART platform;
Creating and editing objects in the SMART Notebook application environment; Use of basic tools to support the presentation of processed content; Working with multimedia content from the SMART Gallery; Sharing custom content on SMART Exchange websites; Adding links to external educational resources; Adding sound to objects, Animating objects; Using and sharing your own content; Application of graphic content from other software applications - import and modification of objects; Applying objects from the Lesson Activity Toolkit 2.0; Creating gamification activities in SMART Lab; SMART Response 2 – creation and administration of knowledge tests/quizzes;
Principles of gamification; Gamification elements in educational content; Some results of exact studies of applying gamification in education; Application of gamification at the primary level of elementary school education; Examples of gamification activities used in the teaching of natural sciences, social sciences, art-educational and professional educational disciplines;
Teacher/student login to the SMART Lumio cloud platform account; Management of the library of educational activities; Creating gamification activities in SMART Lumio – SMART Lesson Activity Builder (Lab); Editing activities in editing mode; Making activities available to students - delivery mode; Opportunities to share gamification activities;
Setting up and converting the lesson page to a Handout or Workspace format activity; We work with pre-defined graphic activity templates that can be used to activate students' acquired knowledge, to inquire about students' knowledge or to reason; Sharing lessons with created educational materials with students in SMART Lumio.
As part of the distance task, the student will create a set of interactive educational/quiz activities and digital presentation material for the target group of students with effective use, if possible, of the widest range of tools, objects, pre-prepared templates, advanced functions, settings and features supported by the SMART Notebook authoring environment to the extent of at least 10 presentation pages/activities. In the accompanying document (a special *.docx format file) to the created presentation materials and educational activities stored in the *.notebook format, the student will state the methodology of their inclusion in the educational activity of the target group of students.
As part of the remote task, the student will create a set of 10 gamification educational/quiz activities for the target group of students with the effective use of ready-made templates and tools of the SMART Lumio cloud environment. The condition is that each type of gamification activity occurs only once in the set of activities created. In the accompanying document (a special *.docx format file) to the created gamification educational/quiz activities saved, the student will state the methodology of their application in educational activities for the target group of students.
As part of the distance learning task, the student will create a 3-page file with pre-prepared content convertible into Handout format activities and a 3-page file with pre-prepared content convertible into Workspace format activities. In the accompanying document (a special file of *.docx format) to the created Handout and Workspace activities stored in the SMART Lumio cloud, the student will state the methodology of their application in the educational activity of the target group of students.
Creation and use of mind maps in the educational process with the support of digital solutions
We develop professional digital competences for competence in the field of design and creation of mind maps through the tools of the software application Mindomo (or FreeMind/XMind), which can

be used in our own educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs with the aim of improving communication skills and critical thinking;
We adopt the methodology of applying mind maps mediated by students through the application Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of our approval focus at primary school.
Topics:
Explanation of terminology from the field of thought/concept mapping; Desktop/cloud software applications intended for the creation of mind maps in the educational process at elementary schools; Functions and types of mind maps; Principles and principles of creating mind maps; Possibilities of using mind maps in the process of preparation for teaching and directly in teaching; Getting to know the user environment of the software application Mindomo (or FreeMind/XMind);
Structuring a mind map; Inserting, editing and formatting nodes; Creating and formatting branches; Encrypted node; Editing multi-line nodes; Creation of image nodes; Moving/copying nodes and their groups in the map; Inserting notes to nodes; Connecting nodes with local lines – independent linking of ideas; Hypertext links of nodes to external information sources – links in nodes leading to external resources (web) or to local files on the computer's local disk; Importing content into a mind map; Export of the map to the output of various formats; Text search in the subnet of the current node; Mind maps and their use when working with students with special educational needs.
As part of the distance task, the student will design and create one mind map from any thematic area of school teaching of subjects of the primary level of education at elementary school. The focus of the mind map should be situated in a learning issue at one discretion falling within the educational content of the teaching subject included in the curriculum of the primary level of education at elementary school. In the mind map, the tools and functions of the Mindomo application environment (or FreeMind/XMind) will be applied in the intentions of the complexity of the explained issue. In a brief written form, the student will justify the choice of processed content/ topic in the form of a mind map, their functionality and use in their educational activity.
Creating non-linear presentations of educational content through the Prezi presentation platform supporting the teacher's explanation and the systematization of students' knowledge
We acquire professional digital competences in the field of concept design and creation of impressive non-linear presentations of educational content implemented through the Prezi Present application of the Prezi cloud platform applicable to our own pedagogical activity;
We adopt the methodology of applying the presentation of educational content mediated by pupils through the Prezi Present application to the process of school teaching of subjects of the primary level of education at elementary school.
Topics:
Introduction of the Prezi Present software tool as a presentation platform – creation of trendy, effective presentations; Explanation and clarification of terms used in the field of creating didactic presentations in the Prezi Present environment; Possibilities of using the presentation application Prezi Present in the preparation and creation of supporting educational materials that can be effectively used when teaching one's own subject; Presentation of examples of presentations used in the teaching of natural sciences, social sciences, art-educational and professional educational disciplines; Visual comparison of the differences between classic (Microsoft PowerPoint) and dynamic (Prezi Present) presentations;
Theoretical starting points for the preparation of the presentation and the system for selecting the presented information; Basic steps of the procedure for creating didactic presentations in Prezi Present; Functionality of the online presentation tool Prezi Present; Creating a dynamic presentation in Prezi Present – working with text and graphic objects; Creating topic/subtopic structures,

changing the order of topics/subtopics, Creating the effect of depth and rotation; Inserting another graphic visual into the presentation in Prezi Present; Work in the mode of editing main topics, subtopics and other presentation content; Creation of visual effects and animations of presentation objects;
Using templates – changing the design – colors, background, fonts; Inserting a sound track in the background of individual topics/subtopics, the entire presentation; 3D presentations; Importing and editing PowerPoint presentations in Prezi Present; Sharing the presentation with other users, sharing on social networks, on web portals; Export presentation to *.pdf and Portable Prezi format (for off-line presentation); Export options and presentation size; Working with the Prezi Present application in offline mode.
As part of the remote task, the student will create an original didactic and visually engaging presentation of educational content for the target group of students using the Prezi Present presentation tool. The focus of the presentation should be situated in a teaching issue at one's own discretion falling within the educational content of the teaching subject of the primary level of education at elementary school. The presentation will span at least 30 presentation views (= topics at the highest hierarchical level, subtopics at lower hierarchical levels, and stack structure pages) to a minimum hierarchical nesting depth of three.
Use of the Microsoft 365 platform in the teacher's pedagogical activities
We develop professional digital competences in the field of design concept and creation of responsive presentations with educational content and an accent on the Microsoft Sway cloud solution usable in educational activities implemented in schools or school facilities;
We adopt the methodology of applying the presentation of educational content mediated by the student through the Microsoft Sway application to the process of school teaching of subjects of the primary level of education at elementary school;
We improve professional digital skills with the ability to effectively use the range of form content controls and ActiveX elements of the Microsoft Word application when creating interactive worksheets, tests and additional teaching materials for students or other class agenda documents usable in the intentions of pedagogical activities;
We are adopting the methodology of applying interactive worksheets mediated by students through the Microsoft Word application to the process of school teaching of the subjects of the primary level of education at elementary school.
We develop professional digital skills in the creation of extensive documents (such as letters, invitations, labels) through the mass correspondence tool that can be used as part of the management of relevant pedagogical documentation;
We develop professional digital skills in the creation of statistical calculations, compound expressions using functions for determining the conditional frequency, sum, or arithmetic mean, and techniques for addressing continuous and non-continuous areas in expressions/functions that can be used in the tabular processing of class agenda data (pupil evaluations within knowledge, or sports activities) supported by the Microsoft Excel application;
We improve professional competences with the ability to effectively apply advanced conditions and techniques of conditional formatting of table records using functions;
We expand digital skills with the ability to effectively apply the tool for extended filtering of extensive tabulated data by defining complex logical conditions (AND/OR), wildcards (*, ?) and the Subtotal function usable within the framework of the relevant pedagogical documentation;
We develop professional digital skills in creating cumulative graphic visualizations of tabulated data in the context of changing the attributes of individual chart elements;
We apply other selected tools of the Microsoft 365 cloud platform that can be used by teachers in the context of conducting educational activities.
Topics:

Basic theoretical introduction to Microsoft cloud solutions;
Sway presentation platform – creation of interactive school materials (portfolios), impressive presentations of educational content; Other possibilities of practical use of Microsoft Sway in educational activities; The concept of creating multimedia responsive presentations; Creating a new Sway, creating a Sway by importing an existing file/presentation, creating a Sway based on a template; We divide the content of the presentation; Options for inserting and formatting supported visuals through tabs; We group multimedia content; We influence the appearance of the presentation; Changing the layout of the content; Adaptation of specific elements of the presentation style; Export presentation in *.pdf*.docx format; Additional options for setting the presentation in Sway; We share Sway output from a personal Microsoft account; We share Sway output from an account assigned by an educational organization;
Editing large text documents in the Microsoft Word environment – standard settings; Using tabs; Text blocks; Columns; Objects in the text – equation editor; Tables in the text; Editing a document using a style; Create your own and modify an existing style. Document revision. Definition of terms section and reference and possibilities of their use; Revision of the document and its use in writing semester and qualification theses; Document structuring – dividing the document into sections, types of section breaks, page settings in sections, creating a header and footer in a document divided into sections; Possibilities of using a structured document within the agenda of a pedagogical employee; Creation of references – automatic creation of content, setting of content, formatting of content, numbering of figures and tables, creation of list of tables and figures, footnotes and endnotes, cross-references, citations and list of used literature, creation of document index; Creation of templates - the meaning of a template document. Electronic forms – what are form elements and how do they differ from ActiveX elements, settings of form elements, ActiveX element and its settings, Form security; Application of the acquired experience and skills of working with the Microsoft Word text editor when creating documents that can be used in one's own pedagogical activity; Creation of large-scale documents – letters, invitations, labels – through the mass correspondence tool that can be used as part of the management of relevant pedagogical documentation;
Working with tabulated data in the Microsoft Excel application environment; Inserting data into cells; Predefined and custom data format; Working with cells – moving, cutting, copying; Bulk data filling and expression/formula creation; Applying elementary functions; Editing function parameters; Editing the appearance of the table; Sorting tabulated data; Data lists – creation of own lists; Increase in value. Rounding (Round); Absolute and relative cell addressing; Hiding table values; Notes in cells; Work with extensive data – automatic and extended data filter, Subtotal function; Operations between sheets; Conditional formatting of table data; More advanced functions – If, Count, CountIf, SumIf, SumIfS, AverageIfS; Contingency board; Search functions; Creation of forms;
As part of the distance task, the student will design and create a document in the form of an electronic workbook in Microsoft Word using a template and applying content controls and ActiveX elements - text field, drop-down box, drop-down list, check box, option button, command button – usable in intentions teaching subjects of the primary level of education at elementary school.
As part of the distance learning task, the student will create a table of fictitious assessment of pupils in the framework of knowledge, respectively sports activities implemented in schools or in school facilities in the range of at least 20 rows and 10 columns, where the functions of the spreadsheet application Microsoft Excel will be used in the intentions of the difficulty of the explained issue.
As part of the distance task, the student formats a table of fictitious assessment of students in knowledge/sports activities, while applying various conditions and techniques of conditional formatting of table entries in the intentions of the difficulty of the explained issue.

As part of the distance task, the student will create three different graphic visualizations of data from the table of the previous distance task, in which he processed the assessments achieved in the framework of knowledge/sports activities implemented in schools or in school facilities. The graphic visualization will be supplemented with the name of the graph, the names of the axes, as well as other parameters of the graph at their discretion in the context of the readability of the graph. Within the distance assignment, the student applies an extended filter to the table from the previous distance assignment to display the student's name and the achieved assessment within the implemented knowledge/sports activities in schools or school facilities, and filters to another place within the same sheet/workbook when defining specific filter conditions (for example, the achieved evaluation below/above the set value, etc.).
As part of the distance learning task, the student will use the Microsoft Sway application to create an original, dynamic content for the target group of children participating in pre-primary education, or students of the primary level of education at elementary school, a visually impressive presentation of a learning issue at their own discretion. The goal of the presentation, which the student will implement, is to make it all multimedia and at the same time attractive for the target group of students in terms of content. The scope of the presentation in Microsoft Sway must consist of at least 25 presentation views – cards with the relevant content. For the organization of the student presentation, use its distribution into sections, subsections and layers in order to increase the clarity of the presented issue for the student.

Recommended literature:

Odporúčaná literatúra:

ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava : Univerzita Komenského v Bratislave, 1. vydanie. Rozsah vytlačenej publikácie 141 strán, ISBN 978-80-223-5121-8. [Vyšlo ako elektronická publikácia]
ZÁHOREC, J. – BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava : Univerzita Komenského v Bratislave, 1. vydanie. Rozsah vytlačenej publikácie vrátane časti príloh 129 strán, ISBN 978-80-223-5127-0 [Vyšlo ako elektronická publikácia]
ZÁHOREC, J. (2026). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava : Univerzita Komenského v Bratislave, 2. vydanie. 227 s., ISBN 978-80-223-5127-0 (dostupné online)
ZÁHOREC, J. (2026). Vytvárame online (video) prezentácie prostredníctvom platformy Prezi. Bratislava : Univerzita Komenského v Bratislave, 2. vydanie. 167 s., ISBN 978-80-223-5121-8 (dostupné online)
ZÁHOREC, J. (2026). Vytvárame responzívne online prezentácie v prostredí Microsoft Sway: Nové trendy v tvorbe prezentácií. 1. vydanie. 60 s. (dostupné online)
ZÁHOREC, J. – HAŠKOVÁ, A. – MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava : Univerzita Komenského v Bratislave, 1. vydanie. Rozsah vytlačenej publikácie 225 strán; rozsah vrátane časti príloh 305 strán, ISBN 978-80-223-4882-9
ŠTRBO, M. (2018). Tvorba prezentácií. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 45 s., ISBN 978-80-568-0179-6
JAKUBEKOVÁ, M. – FINKEI, E (2014). Tvorba prezentácie a jej efektívne využite vo vzdelávaní na základných a stredných školách. Metodicko-pedagogické centrum v bratislave. 54 s., ISBN 978-80-565-0271-6
Základný študijný text k vzdelávaciemu obsahu predmetu je študentom v pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

Languages necessary to complete the course:

Slovak and Czech language

Notes:
The maximum number of students in one study group within the daily form of study is 15 (per one teacher). The seminar is held in a computer room, each student has a computer at his disposal.

Past grade distribution
Total number of evaluated students: 227

A	ABS	B	C	D	E	FX
66,96	0,0	21,15	5,29	4,85	0,44	1,32

Lecturers: doc. PaedDr. Ján Záhorec, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde301/15	Digital literacy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities
2 hours seminar / week, 22 hours per semester, combined method (primarily face-to-face)
Student workload (daily form)
Direct teaching: 22 hours (2 hours per week)
Implementation of 1 partial (distance) task: 8 hours x 6 (distance tasks) = 48 hours
Preparation for interim assessment (elaboration of a semester project) = 20 hours
Total student workload 90 hours
Teaching methods
Monological methods – lecture, explanation of the curriculum,
Dialogic methods – conversation, discussion
Guided self-study – processing of partial tasks according to the assignment of the lecturer during the semester and their submission in electronic form within the set deadline, which the teacher continuously checks and evaluates

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements
The subject is finished with an assessment, the weight of the interim and final assessment is 100/0.
active participation in seminars realized by face-to-face and distance learning methods;
the processing of partial (distance) outputs/tasks according to the assignment of the lecturer during the semester from selected thematic areas and their submission in electronic form within the set deadline, which the teacher continuously checks and evaluates, constitutes 80 % of the total achievable point value; Submission of partial tasks is a condition for granting credits;
development of a semester project – at the end of the semester, the student will use the Prezi Present cloud tool to develop an original and visually impressive presentation of the educational content of the selected subjects at the primary level of elementary school education; The structure of the presentation must be designed based on one of the templates from the library of customizable templates supported by the Prezi Present application; Personal presentation of the created project in Prezi in front of the entire study group; Successful implementation and defense of the project constitutes 20% of the total achievable point value and is a condition for granting credits.

The rating is given on a scale:
A (100-91%, excellent – excellent results),
B (90-81%, very good – above average standard),
C (80-73%, good – regular reliable work),
D (72-66%, satisfactory – acceptable results),
E (65-60%, sufficient – the results meet the minimum criteria),
Fx (59-0%, insufficient – more additional work required).
In order to successfully complete the educational subject, it is necessary to obtain at least 60 % of the point evaluation.
A minimum of 91 points is required to obtain a final grade of A. For this evaluation, the student has to demonstrate: a creative and original approach when working out ongoing tasks, excellent professional knowledge and their application in solving problem tasks, excellent orientation in the issue, excellent communication skills, responsibility and timely completion of tasks, exceptional activity in teaching during the semester.
At least 81 points must be obtained to obtain a final grade of B. For this evaluation, the student must demonstrate: a creative approach when working out ongoing tasks using a model, above-average professional knowledge and its application in solving problem tasks with the help of consultations, above-average orientation in the issue, above-average communication skills, responsibility and timely completion of tasks, above-average activity in teaching during semester.
A minimum of 73 points is required to obtain a final grade of C. For this evaluation, the student must demonstrate: the ability to develop ongoing tasks using the specified template, good professional knowledge and their application in solving problem tasks in a group or with the help of a teacher, good orientation in the issue, good communication skills, completing the assigned tasks, average activity in teaching during semester based on the invitation of the teacher.
A minimum of 66 points is required to obtain a final grade of D. For this evaluation, the student has to demonstrate: the ability to develop ongoing tasks using the specified template and with the help of the teacher, average professional knowledge and its application in solving problem tasks in a group or with the help of the teacher, average orientation in the issue, average communication skills, completing assigned tasks, basic teaching activity during the semester in cooperation with the teacher or other students.
A minimum of 60 points is required to obtain a final grade of E. For this assessment, the student must demonstrate: the ability to work out ongoing tasks and with the help of the teacher, basic / minimal professional knowledge, basic / minimal orientation in the issue, basic communication skills, completion of assigned tasks.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes
The aim of the educational discipline Digital Literacy is to develop digital skills in students of teaching programs at the Faculty of Education of the UK (hereinafter referred to as PdF UK) with the ability to effectively use the appropriate range of didactic software applications in the context of the concept of design and creation of interactive educational activities, knowledge quizzes and tasks. electronic portfolios, impressive didactic presentations, new interactive forms of teaching material and other pedagogical/school documentation that can be used in the intentions of their future teaching profession at the pre-primary and primary level of regional education in the Slovak Republic, respectively in facilities for leisure activities of children of younger school age.
By completing the Digital Literacy educational discipline, a student has the capabilities and digital skills to effectively use the tools of the SMART Notebook software application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the

activation and attention of students participating in the classroom lesson in a school classroom, or in home conditions in case of implementation of distance/hybrid education.
By completing the educational discipline, the student also has capabilities and digital skills in the field of design and creation of mind maps through the tools of the Mindomo software application (or FreeMind, XMind) applicable in educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs in order to improve their communication skills and critical thinking.
By completing the educational discipline Digital Literacy, the student acquires professional digital competences in the field of concept design and creation of impressive non-linear presentations and interactive presentations of educational content implemented through the Prezi Present application of the Prezi cloud platform by expressing their own visual ideas that can be used in their own pedagogical activities in schools or school facilities.
By completing the Digital Literacy educational discipline, the student has, last but not least, the capabilities and digital skills to effectively use the Microsoft 365 cloud platform with an emphasis on the Sway, Word and Excel software applications by creating additional teaching materials for the needs of school teaching and maintaining relevant pedagogical documentation. The student manages the basic possibilities of using the online communication platform Microsoft Teams applicable in the implementation of the distance form of education at the level of regional education.

Class syllabus:

Course outcomes of subject (content)
The content of the educational discipline Digital Literacy is divided into four thematic areas and corresponding sub-topics in order to ensure the achievement of the specified particular educational goals. The content structure of the educational discipline is designed in such a way that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing educational topics organized in face-to-face and distance learning formats and at the same time strengthens his professional training in the subject area.
Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.
Application of the SMART Notebook software application and the SMART Lumio cloud environment in the educational process
We develop professional digital competences with the ability to effectively use the tools of the SMART Notebook desktop application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in a lesson in a school classroom (respectively of children participating in pre-primary education), or in home conditions in the case of implementation of distance/hybrid education;
We acquire digital skills in working with the SMART Response 2 tool supported by the SMART Notebook desktop application and the SMART Lumio cloud environment in the context of creating knowledge questions of the type – choosing one correct answer from several alternative answers, choosing several correct answers from several alternative answers, choosing an answer of the type Yes/No, questions with a free form of answer – within the framework of test sessions designed to check the knowledge of pupils of the regional education system of the Slovak Republic;
We adopt the methodology of applying knowledge tests mediated by pupils through the SMART Response 2 application within the SMART Notebook desktop application and gamification activities supported by the SMART Lumio cloud environment into the process of school teaching of subjects at the primary level of education;

We strengthen professional digital competences in the field of work with complex interactive solutions that can be used in educational situations with an emphasis on the interactive SMART Board.
Topics:
Basic functions and calibration of SMART Board interactive touch display/whiteboard; Symptoms, causes and solutions for some problems encountered when using the SMART Board interactive touchscreen/whiteboard; Installing and updating the SMART Notebook desktop application; Creating a virtual teacher's class in the SMART platform;
Creating and editing objects in the SMART Notebook application environment; Use of basic tools to support the presentation of processed content; Working with multimedia content from the SMART Gallery; Sharing custom content on SMART Exchange websites; Adding links to external educational resources; Adding sound to objects, Animating objects; Using and sharing your own content; Application of graphic content from other software applications - import and modification of objects; Applying objects from the Lesson Activity Toolkit 2.0; Creating gamification activities in SMART Lab; SMART Response 2 – creation and administration of knowledge tests/quizzes;
Principles of gamification; Gamification elements in educational content; Some results of exact studies of applying gamification in education; Application of gamification at the primary level of elementary school education; Examples of gamification activities used in the teaching of natural sciences, social sciences, art-educational and professional educational disciplines;
Teacher/student login to the SMART Lumio cloud platform account; Management of the library of educational activities; Creating gamification activities in SMART Lumio – SMART Lesson Activity Builder (Lab); Editing activities in editing mode; Making activities available to students - delivery mode; Opportunities to share gamification activities;
Setting up and converting the lesson page to a Handout or Workspace format activity; We work with pre-defined graphic activity templates that can be used to activate students' acquired knowledge, to inquire about students' knowledge or to reason; Sharing lessons with created educational materials with students in SMART Lumio.
As part of the distance task, the student will create a set of interactive educational/quiz activities and digital presentation material for the target group of students with effective use, if possible, of the widest range of tools, objects, pre-prepared templates, advanced functions, settings and features supported by the SMART Notebook authoring environment to the extent of at least 10 presentation pages/activities. In the accompanying document (a special *.docx format file) to the created presentation materials and educational activities stored in the *.notebook format, the student will state the methodology of their inclusion in the educational activity of the target group of students.
As part of the remote task, the student will create a set of 10 gamification educational/quiz activities for the target group of students with the effective use of ready-made templates and tools of the SMART Lumio cloud environment. The condition is that each type of gamification activity occurs only once in the set of activities created. In the accompanying document (a special *.docx format file) to the created gamification educational/quiz activities saved, the student will state the methodology of their application in educational activities for the target group of students.
As part of the distance learning task, the student will create a 3-page file with pre-prepared content convertible into Handout format activities and a 3-page file with pre-prepared content convertible into Workspace format activities. In the accompanying document (a special file of *.docx format) to the created Handout and Workspace activities stored in the SMART Lumio cloud, the student will state the methodology of their application in the educational activity of the target group of students.
Creation and use of mind maps in the educational process with the support of digital solutions
We develop professional digital competences for competence in the field of design and creation of mind maps through the tools of the software application Mindomo (or FreeMind/XMind), which can

be used in our own educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs with the aim of improving communication skills and critical thinking;
We adopt the methodology of applying mind maps mediated by students through the application Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of our approval focus at primary school.
Topics:
Explanation of terminology from the field of thought/concept mapping; Desktop/cloud software applications intended for the creation of mind maps in the educational process at elementary schools; Functions and types of mind maps; Principles and principles of creating mind maps; Possibilities of using mind maps in the process of preparation for teaching and directly in teaching; Getting to know the user environment of the software application Mindomo (or FreeMind/XMind);
Structuring a mind map; Inserting, editing and formatting nodes; Creating and formatting branches; Encrypted node; Editing multi-line nodes; Creation of image nodes; Moving/copying nodes and their groups in the map; Inserting notes to nodes; Connecting nodes with local lines – independent linking of ideas; Hypertext links of nodes to external information sources – links in nodes leading to external resources (web) or to local files on the computer's local disk; Importing content into a mind map; Export of the map to the output of various formats; Text search in the subnet of the current node; Mind maps and their use when working with students with special educational needs.
As part of the distance task, the student will design and create one mind map from any thematic area of school teaching of subjects of the primary level of education at elementary school. The focus of the mind map should be situated in a learning issue at one discretion falling within the educational content of the teaching subject included in the curriculum of the primary level of education at elementary school. In the mind map, the tools and functions of the Mindomo application environment (or FreeMind/XMind) will be applied in the intentions of the complexity of the explained issue. In a brief written form, the student will justify the choice of processed content/ topic in the form of a mind map, their functionality and use in their educational activity.
Creating non-linear presentations of educational content through the Prezi presentation platform supporting the teacher's explanation and the systematization of students' knowledge
We acquire professional digital competences in the field of concept design and creation of impressive non-linear presentations of educational content implemented through the Prezi Present application of the Prezi cloud platform applicable to our own pedagogical activity;
We adopt the methodology of applying the presentation of educational content mediated by pupils through the Prezi Present application to the process of school teaching of subjects of the primary level of education at elementary school.
Topics:
Introduction of the Prezi Present software tool as a presentation platform – creation of trendy, effective presentations; Explanation and clarification of terms used in the field of creating didactic presentations in the Prezi Present environment; Possibilities of using the presentation application Prezi Present in the preparation and creation of supporting educational materials that can be effectively used when teaching one's own subject; Presentation of examples of presentations used in the teaching of natural sciences, social sciences, art-educational and professional educational disciplines; Visual comparison of the differences between classic (Microsoft PowerPoint) and dynamic (Prezi Present) presentations;
Theoretical starting points for the preparation of the presentation and the system for selecting the presented information; Basic steps of the procedure for creating didactic presentations in Prezi Present; Functionality of the online presentation tool Prezi Present; Creating a dynamic presentation in Prezi Present – working with text and graphic objects; Creating topic/subtopic structures,

changing the order of topics/subtopics, Creating the effect of depth and rotation; Inserting another graphic visual into the presentation in Prezi Present; Work in the mode of editing main topics, subtopics and other presentation content; Creation of visual effects and animations of presentation objects;
Using templates – changing the design – colors, background, fonts; Inserting a sound track in the background of individual topics/subtopics, the entire presentation; 3D presentations; Importing and editing PowerPoint presentations in Prezi Present; Sharing the presentation with other users, sharing on social networks, on web portals; Export presentation to *.pdf and Portable Prezi format (for off-line presentation); Export options and presentation size; Working with the Prezi Present application in offline mode.
As part of the remote task, the student will create an original didactic and visually engaging presentation of educational content for the target group of students using the Prezi Present presentation tool. The focus of the presentation should be situated in a teaching issue at one's own discretion falling within the educational content of the teaching subject of the primary level of education at elementary school. The presentation will span at least 30 presentation views (= topics at the highest hierarchical level, subtopics at lower hierarchical levels, and stack structure pages) to a minimum hierarchical nesting depth of three.
Use of the Microsoft 365 platform in the teacher's pedagogical activities
We develop professional digital competences in the field of design concept and creation of responsive presentations with educational content and an accent on the Microsoft Sway cloud solution usable in educational activities implemented in schools or school facilities;
We adopt the methodology of applying the presentation of educational content mediated by the student through the Microsoft Sway application to the process of school teaching of subjects of the primary level of education at elementary school;
We improve professional digital skills with the ability to effectively use the range of form content controls and ActiveX elements of the Microsoft Word application when creating interactive worksheets, tests and additional teaching materials for students or other class agenda documents usable in the intentions of pedagogical activities;
We are adopting the methodology of applying interactive worksheets mediated by students through the Microsoft Word application to the process of school teaching of the subjects of the primary level of education at elementary school.
We develop professional digital skills in the creation of extensive documents (such as letters, invitations, labels) through the mass correspondence tool that can be used as part of the management of relevant pedagogical documentation;
We develop professional digital skills in the creation of statistical calculations, compound expressions using functions for determining the conditional frequency, sum, or arithmetic mean, and techniques for addressing continuous and non-continuous areas in expressions/functions that can be used in the tabular processing of class agenda data (pupil evaluations within knowledge, or sports activities) supported by the Microsoft Excel application;
We improve professional competences with the ability to effectively apply advanced conditions and techniques of conditional formatting of table records using functions;
We expand digital skills with the ability to effectively apply the tool for extended filtering of extensive tabulated data by defining complex logical conditions (AND/OR), wildcards (*, ?) and the Subtotal function usable within the framework of the relevant pedagogical documentation;
We develop professional digital skills in creating cumulative graphic visualizations of tabulated data in the context of changing the attributes of individual chart elements;
We apply other selected tools of the Microsoft 365 cloud platform that can be used by teachers in the context of conducting educational activities.
Topics:

Basic theoretical introduction to Microsoft cloud solutions;
Sway presentation platform – creation of interactive school materials (portfolios), impressive presentations of educational content; Other possibilities of practical use of Microsoft Sway in educational activities; The concept of creating multimedia responsive presentations; Creating a new Sway, creating a Sway by importing an existing file/presentation, creating a Sway based on a template; We divide the content of the presentation; Options for inserting and formatting supported visuals through tabs; We group multimedia content; We influence the appearance of the presentation; Changing the layout of the content; Adaptation of specific elements of the presentation style; Export presentation in *.pdf*.docx format; Additional options for setting the presentation in Sway; We share Sway output from a personal Microsoft account; We share Sway output from an account assigned by an educational organization;
Editing large text documents in the Microsoft Word environment – standard settings; Using tabs; Text blocks; Columns; Objects in the text – equation editor; Tables in the text; Editing a document using a style; Create your own and modify an existing style. Document revision. Definition of terms section and reference and possibilities of their use; Revision of the document and its use in writing semester and qualification theses; Document structuring – dividing the document into sections, types of section breaks, page settings in sections, creating a header and footer in a document divided into sections; Possibilities of using a structured document within the agenda of a pedagogical employee; Creation of references – automatic creation of content, setting of content, formatting of content, numbering of figures and tables, creation of list of tables and figures, footnotes and endnotes, cross-references, citations and list of used literature, creation of document index; Creation of templates - the meaning of a template document. Electronic forms – what are form elements and how do they differ from ActiveX elements, settings of form elements, ActiveX element and its settings, Form security; Application of the acquired experience and skills of working with the Microsoft Word text editor when creating documents that can be used in one's own pedagogical activity; Creation of large-scale documents – letters, invitations, labels – through the mass correspondence tool that can be used as part of the management of relevant pedagogical documentation;
Working with tabulated data in the Microsoft Excel application environment; Inserting data into cells; Predefined and custom data format; Working with cells – moving, cutting, copying; Bulk data filling and expression/formula creation; Applying elementary functions; Editing function parameters; Editing the appearance of the table; Sorting tabulated data; Data lists – creation of own lists; Increase in value. Rounding (Round); Absolute and relative cell addressing; Hiding table values; Notes in cells; Work with extensive data – automatic and extended data filter, Subtotal function; Operations between sheets; Conditional formatting of table data; More advanced functions – If, Count, CountIf, SumIf, SumIfS, AverageIfS; Contingency board; Search functions; Creation of forms;
As part of the distance task, the student will design and create a document in the form of an electronic workbook in Microsoft Word using a template and applying content controls and ActiveX elements - text field, drop-down box, drop-down list, check box, option button, command button – usable in intentions teaching subjects of the primary level of education at elementary school.
As part of the distance learning task, the student will create a table of fictitious assessment of pupils in the framework of knowledge, respectively sports activities implemented in schools or in school facilities in the range of at least 20 rows and 10 columns, where the functions of the spreadsheet application Microsoft Excel will be used in the intentions of the difficulty of the explained issue.
As part of the distance task, the student formats a table of fictitious assessment of students in knowledge/sports activities, while applying various conditions and techniques of conditional formatting of table entries in the intentions of the difficulty of the explained issue.

As part of the distance task, the student will create three different graphic visualizations of data from the table of the previous distance task, in which he processed the assessments achieved in the framework of knowledge/sports activities implemented in schools or in school facilities. The graphic visualization will be supplemented with the name of the graph, the names of the axes, as well as other parameters of the graph at their discretion in the context of the readability of the graph. Within the distance assignment, the student applies an extended filter to the table from the previous distance assignment to display the student's name and the achieved assessment within the implemented knowledge/sports activities in schools or school facilities, and filters to another place within the same sheet/workbook when defining specific filter conditions (for example, the achieved evaluation below/above the set value, etc.).
As part of the distance learning task, the student will use the Microsoft Sway application to create an original, dynamic content for the target group of children participating in pre-primary education, or students of the primary level of education at elementary school, a visually impressive presentation of a learning issue at their own discretion. The goal of the presentation, which the student will implement, is to make it all multimedia and at the same time attractive for the target group of students in terms of content. The scope of the presentation in Microsoft Sway must consist of at least 25 presentation views – cards with the relevant content. For the organization of the student presentation, use its distribution into sections, subsections and layers in order to increase the clarity of the presented issue for the student.

Recommended literature:

Odporúčaná literatúra:

ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava : Univerzita Komenského v Bratislave, 1. vydanie. Rozsah vytlačenej publikácie 141 strán, ISBN 978-80-223-5121-8. [Vyšlo ako elektronická publikácia]
ZÁHOREC, J. – BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava : Univerzita Komenského v Bratislave, 1. vydanie. Rozsah vytlačenej publikácie vrátane časti príloh 129 strán, ISBN 978-80-223-5127-0 [Vyšlo ako elektronická publikácia]
ZÁHOREC, J. (2026). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava : Univerzita Komenského v Bratislave, 2. vydanie. 227 s., ISBN 978-80-223-5127-0 (dostupné online)
ZÁHOREC, J. (2026). Vytvárame online (video) prezentácie prostredníctvom platformy Prezi. Bratislava : Univerzita Komenského v Bratislave, 2. vydanie. 167 s., ISBN 978-80-223-5121-8 (dostupné online)
ZÁHOREC, J. (2026). Vytvárame responzívne online prezentácie v prostredí Microsoft Sway: Nové trendy v tvorbe prezentácií. 1. vydanie. 60 s. (dostupné online)
ZÁHOREC, J. – HAŠKOVÁ, A. – MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava : Univerzita Komenského v Bratislave, 1. vydanie. Rozsah vytlačenej publikácie 225 strán; rozsah vrátane časti príloh 305 strán, ISBN 978-80-223-4882-9
ŠTRBO, M. (2018). Tvorba prezentácií. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 45 s., ISBN 978-80-568-0179-6
JAKUBEKOVÁ, M. – FINKEI, E (2014). Tvorba prezentácie a jej efektívne využite vo vzdelávaní na základných a stredných školách. Metodicko-pedagogické centrum v bratislave. 54 s., ISBN 978-80-565-0271-6
Základný študijný text k vzdelávaciemu obsahu predmetu je študentom v pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

Languages necessary to complete the course:

Slovak and Czech language

Notes:
The maximum number of students in one study group within the daily form of study is 15 (per one teacher). The seminar is held in a computer room, each student has a computer at his disposal.

Past grade distribution
Total number of evaluated students: 227

A	ABS	B	C	D	E	FX
66,96	0,0	21,15	5,29	4,85	0,44	1,32

Lecturers: doc. PaedDr. Ján Záhorec, PhD., Mgr. Jana Chamrazová, PhD., doc. PaedDr. Lilla Koreňová, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde241/22	Drama teaching

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information

Type of activities, scope (number of hours) and methods of educational activities: Type, scope and methods of educational activities:
Scope, type/method of teaching:
2 hours seminar/week; total 22 hours per semester; combined form, mainly by the lecture method
Student workload:
11x2 hours of direct teaching = 22 hours; 20 hours preparing the student for the first intermediate exercise; 25 hours preparing the student for the second intermediate exercise; 23 hours preparing the student for the final dramatic exercise; Total 90 hours of student work.
Learning Methods:
The basic method used is the method of dramatic creation and its individual expressive elements, which can be used by the student within the framework of his/her psychomotor competences in his/her future pedagogical practice in kindergarten and kindergarten in the preparation of dramatic outputs and exercises. We consider this skill to be the most important one, through which the student's musical-motor skills are developed (working with the body, facial expressions, etc.).
Another of the methods used is improvisation on a given theme, in small dramatized performances (the basis is the imitation of animate and inanimate objects). The importance of improvisation lies in the fact that it develops spontaneity in the students' thinking and acting, the ability to react immediately to a change in the climate of the environment, but also a sense of (didactic) play as the most appropriate means of learning for preschool children. Moreover, improvisation also develops the student's complex sensory perception and his/her non-verbal communication.
The method of role-play, combining dramatized verbal speech, work with text, costume, masks and props, is also continuously used in the seminars. For the selection of roles, fictional texts from the field of literature for children and young people are chosen so that they are primarily dialogical in nature. The role-play develops empathy in the students and consequently in the pupils. The most appropriate form of group organisation is used for the rehearsal of dramatic performances using gender roles.
Pantomime will also be an important part of drama education, as through it the development and consolidation of movement culture and non-verbal communication, the development of emotional sensitivity, the deepening of awareness of one's own body and working with it.
Furthermore, the seminars also include rehearsals of shorter music and movement performances, combining staging, recitation and movement components. Short music-movement etudes can be used by the student to develop his/her organisational skills when planning performances for children and pupils, taking into account their age and abilities.

The seminars will also make use of ICT work, especially in the form of model audiovisual demonstrations of dramatised works intended for children and young people (Spievanko, Smejko and Tanculienka, Fíha Tralala and others).

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:

Course completion requirements: Students will complete two dramatic performances during the semester with a maximum of 30 points. The student will also complete a final dramatic performance with a maximum of 40 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-excellent performance, the student has an excellent command of the realization of dramatic art forms applicable in kindergarten and kindergarten; B-excellent performance, the student realizes dramatic art forms with enthusiasm and consistently, with only minor deficiencies; C-average performance, the student's creative art skills are at an average level, he/she does not show sufficient dedication to the subject of instruction D- the student realizes the dramatization exercises only with great difficulty and lack of commitment, his/her expression shows significant deficiencies; E-the student's work meets only the minimum criteria, his/her dramatized speech is at a very low level; Fx - the student's work does not meet the requirements for passing the course in any of the required criteria and it is necessary for him/her to repeat the course.

Learning outcomes:

Class syllabus:

Learning outcomes/ Objectives and learning outcomes:
By completing the course, the student will acquire basic knowledge and competences that directly relate to the educational area of the curriculum Art and Culture. They will also acquire the ability to apply individual dramatic forms applicable in the didactic practice of the Kindergarten and Kindergarten. At the same time, they will acquire the principles of preparation, organisation and implementation of dramatised educational activities. By repeatedly practicing various forms of dramatised art, he will also improve his communication, speech and movement skills, on the basis of which he will be able to lead and improve the dramatic expression of children and pupils at work in kindergartens and kindergartens. Within the framework of transferable skills, he will be able to continuously improve children's speech and overall communication skills, as well as their psychomotor, movement and coordination skills. Within the framework of transferable skills, he/she will also be able to organise and realise simple, coherent, dramatised units and performances with children (plays, performances...). As part of the development and consolidation of digital

literacy, students will gain a basic overview of online resources that can be used to plan dramatised performances in kindergarten and pre-school.
Exercises to develop the use of the five main senses - hearing, sight, touch, smell and taste. Dramatic play
In this unit, students are introduced to the nature of dramatic play. The term dramatic play suggests that it is a game with dramatic action where persons interact, enter into interaction, further suggesting the playful nature of this action, that is, the activity allows the player some reimagining, reenactment, and self-revelation. In this sense, dramatic play has a broader meaning and includes not only play with rules, but also creative play, work with text, with words, with musical and movement elements. Dramatic play involves a certain role (sometimes it is imitation of what others are doing). In speech exercises the child imitates the voice of a cockerel, in dramatic play the child is in the role of a cockerel and by movement, sound, action, plot expresses his/her idea of it. Various aids can enrich dramatic play, but for many dramatic plays we do not need a stage or costumes. The whole playroom can be a stage - the equipment can represent houses, trees, etc. For pre-school children, if we want to focus on concentration of attention, development of creativity, activity, it is advisable to start from a conversation of sounds using Orff's instrumentation - drum, gong, echoed shreds, bells, triangle... Motivated by sounds, children can individually, in pairs and in groups imitate a train (movement, sound, braking, etc.). The stimulus for inventing a scene can be a sound impulse. The same procedure is followed for other themes, e.g. forest, zoo, etc. According to the sounds of the musical instruments, the children identify the characters in the story, which they then act out. The ideas for dramatic games can come from the children themselves, from the world of fairy tales, from everyday life, from literary models, or they can be classic dramatic games with rules.
Improvisation is an action, an activity, a plot, a creation that arises without any prior concrete preparation, without a compositional plan. It is based on a momentary idea, inspiration, mood, feeling, thus the dramatic plot and action arise only in the course of playing. It is the result of the personal creative performance of the improviser, who must be considered the author of this creation (Pedagogical Encyclopaedia of Dramatic Arts of Slovakia, 1989). According to J. Somers (1994), improvisation is a technique that helps us understand the world. It evokes real life situations and allows its participants to have experiences very similar to those in non-simulated situations, thus allowing them to feel and explore their dynamics and the problems they bring with them.
- Types of improvisation
- mass
- group
- pairs
- solo
Division of improvisation based on contact:
- (a) no contact with a partner and no attempt at contact, when everyone plays for themselves, simultaneously with others, all participants are involved in the game
- b) with contact of pairs and groups with each other, where improvisation is based on the interplay of a given number of players, on the creation of a common situation or action,
- c) in pairs, where the players collaborate with each other
- d) solo
- Improvisation can be used to develop imagination, creativity and fantasy, intellectual and emotional development, communication and cooperation, culture of movement and speech, the ability to react to different situations, to learn to be sensitive to the reactions of others and oneself. Improvisation with real props can stimulate the intellectual area in the player. Improvisation with proxy props (a hat, a bucket...) and with imaginary, non-existent props develops imagination, fantasy, figurative, metaphorical and symbolic expression.
Pantomime

Pantomime, pantomime exercises are used with more experienced players who have undergone previous non-verbal movement activities. While the other non-verbal activities are usually performed simultaneously or in pairs, and may only be an expression of a feeling or mood (it does not have to have a punchline, a plot), the basis of pantomime (except for the introductory pantomime exercises) is the expression of a certain action (text) through inner speech and is more often performed individually by the players. Pantomime is a form of theatre, artistically it is one of the oldest ways of stage expression of action, states and dramatic situations in the form of stylized movement and facial expression without the use of words or voice. It is a stylized artistic disability that is sometimes accompanied by music. Pantomime is a movement exercise where movement, which is the main means of expression, is associated with a certain motivation and directed towards characterisation. The use of the word is not entirely excluded, but it has only a complementary function.

When performing pantomime (as in some other dramatic techniques) it is important that the players have information about who they are representing, where they are, at what time and what they are doing, so that they can better understand and feel the text and express the action with their whole bodies. We use pantomime games in virtually all stages of the dramatic process. The basic importance of pantomimic games is in communication, in interaction, in making phenomena visible (manifest) and thus in understanding, feeling, awareness of situations, feelings, attitudes and experiences.

Working with puppets

Puppet theatre belongs inherently to the children's world, it is a mediator of the first contacts with dramatic art. Puppet art and contact with puppets cannot be replaced by a fairy tale broadcast on television or via video, because children are not only consumers of puppet theatre, but also participants and often direct creators of the dramatic process. The most famous puppets include marionettes, jawais, helmet puppets, mime puppets. The basis for the realization of a puppet performance is the dramatic template, its important components are spoken language and music. Puppets belong to the group of so-called projective toys stimulating imaginary play, into which players project their experiences and actual problems. Playing with projective material can reveal the causes of a child's difficulties, which manifest themselves in the form of various behavioural and experiential symptoms.

Recitation and recitation performance

This chapter of drama education is devoted to the targeted development of pupils' communication and recitation skills. It takes the form of practicing the recitation of short poetic texts, with an emphasis on articulation skills, breath work, as well as practicing suprasegmental phenomena, which significantly affect the quality of recitation. Recitation and recitation skills have a great impact on the work of the teacher in the Kindergarten and the educator in the Kindergarten; dramatised reading, where the adult adapts the voices of the characters while reading, improves the overall listening comprehension.

Practice of comprehensive music and movement exercises

This chapter is devoted to practical rehearsals of complete music and movement units using costumes and masks. Students will rehearse a simple collaborative choreography, with a dramatised spoken word, movement and music component, framed by a simple story with an educational message. If circumstances allow, students will present their performance to a select group of children in the Kindergarten and then reflect back on their performance.

Creative dramatics as an educational element

In the final chapters we return to the theoretical foundations of drama education:

Creative dramatics fulfils an aesthetic function, an emotional function, but also a didactic function. As a cross-cutting theme, creative dramatics can be applied in all areas, namely perceptual-motor, social-emotional and cognitive, with the following proposed objectives:

- Perceptual-motor area:
- To improve fine and gross motor skills through creative dramatics,
- to control hand movements, finger movements when manipulating objects,
- to control the coordination of their body movements,
- to become aware of the different positions and postures of one's own body in preparation for expressing oneself through creative dramatics,
- to use the coordination of sight, hearing, hand,
- to perceive a given reality with all the senses,
- to develop spatial perception in the representation of their experiences, activities,
- imitate the activities of different types of professions, friends, family members,
- to characterize a favourite character of a fairy tale, animals, their friends by methods of creative dramatics,
- to use various means of expression (mimicry, gesticulation, movement, sound, manipulation of objects, props) to represent emotions, knowledge, desires, needs, opinions,
- be able to manipulate props, self-made puppets, different types of materials,
- to express dramatically a certain theme, their identity, ideas and fantasy,
- to represent their ideas, needs, interests, desires by moving a part of their body, their whole body,
- to match the movement expression of their ideas, desires with music
- Social-emotional area:
- Apply communicative skills,
- identify with the person by movements, facial expressions, gesticulations,
- emotionally experience and dramatically express their ideas, fantasies, different types of artistic genre,
- behave prosocially,
- to be aware of one's own identity by expressing characteristic features of oneself - facial expression (mimicry), favourite activity, movement...
- to represent one's own identity in the area of experiencing emotions,
- to express one's own identity in the area of social relations with peers,
- express their positive and negative emotions (crying, laughing, sadness...),
to express their relationship to a favourite person, toy, literary hero by dramatically expressing their experiences, etc,
Knowledge of the various forms and methods of dramatic education will contribute to the student's having sufficient knowledge of the subject and will enable him or her to develop and improve the child's dramatic expression in all its aspects.

Recommended literature:

Odporúčaná literatúra:
DÚBRAVOVÁ, A.: Dramatická výchova a dramatické umenie v (pred)primárnom vzdelávaní alebo Nie je hra ako hra. Bratislava: Univerzita Komenského v Bratislave, 2023.
KUDERJAVÁ, M. – STANISLAVOVÁ, Z.: Tvorivá dramatika ako stratégia zvyšovania literárnej kompetencie detí mladšieho školského veku. Prešov: Prešovská univerzita v Prešove, 2017.
MACHKOVÁ, E.: Škola dramatickou hrou. Ostrava: Ostravská univerzita, 2019.
WAY, B. Rozvoj osobnosti dramatickou improvizací. Praha: ISV, 1996. ISBN 80-85866-16-1.
HICKSON, A. Dramatické a akční hry. Praha: Portál, 2000. ISBN 80-7178-387-0.
VALENTA, J. Metody a techniky dramatické výchovy. Praha: Grada, 2008. ISBN 978-80-247-1865-1.
ŽATKOVÁ, E. KOSTRUB, D. Tvorivá dramatika vo výučbe. Prešov: Rokus, 2011. ISBN 978-80-89510-02-3.
SVOBODOVÁ, E., ŠVEJDOVÁ, H. Metody dramatické výchovy v mateřské škole. Praha:

Portál, 2011. ISBN 978-80-262-0020-8.

Languages necessary to complete the course:
Slovak, Czech.

Notes:

Past grade distribution
Total number of evaluated students: 390

A	ABS	B	C	D	E	FX
68,21	0,0	24,36	4,1	2,56	0,51	0,26

Lecturers:

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPde241/22	**Course title:** Drama teaching

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information

Type of activities, scope (number of hours) and methods of educational activities: Type, scope and methods of educational activities:
Scope, type/method of teaching:
2 hours seminar/week; total 22 hours per semester; combined form, mainly by the lecture method
Student workload:
11x2 hours of direct teaching = 22 hours; 20 hours preparing the student for the first intermediate exercise; 25 hours preparing the student for the second intermediate exercise; 23 hours preparing the student for the final dramatic exercise; Total 90 hours of student work.
Learning Methods:
The basic method used is the method of dramatic creation and its individual expressive elements, which can be used by the student within the framework of his/her psychomotor competences in his/her future pedagogical practice in kindergarten and kindergarten in the preparation of dramatic outputs and exercises. We consider this skill to be the most important one, through which the student's musical-motor skills are developed (working with the body, facial expressions, etc.).
Another of the methods used is improvisation on a given theme, in small dramatized performances (the basis is the imitation of animate and inanimate objects). The importance of improvisation lies in the fact that it develops spontaneity in the students' thinking and acting, the ability to react immediately to a change in the climate of the environment, but also a sense of (didactic) play as the most appropriate means of learning for preschool children. Moreover, improvisation also develops the student's complex sensory perception and his/her non-verbal communication.
The method of role-play, combining dramatized verbal speech, work with text, costume, masks and props, is also continuously used in the seminars. For the selection of roles, fictional texts from the field of literature for children and young people are chosen so that they are primarily dialogical in nature. The role-play develops empathy in the students and consequently in the pupils. The most appropriate form of group organisation is used for the rehearsal of dramatic performances using gender roles.
Pantomime will also be an important part of drama education, as through it the development and consolidation of movement culture and non-verbal communication, the development of emotional sensitivity, the deepening of awareness of one's own body and working with it.
Furthermore, the seminars also include rehearsals of shorter music and movement performances, combining staging, recitation and movement components. Short music-movement etudes can be used by the student to develop his/her organisational skills when planning performances for children and pupils, taking into account their age and abilities.

The seminars will also make use of ICT work, especially in the form of model audiovisual demonstrations of dramatised works intended for children and young people (Spievanko, Smejko and Tanculienka, Fíha Tralala and others).

Number of credits: 3

Recommended semester: 6.

Educational level: I.

Prerequisites:

Course requirements:

Course completion requirements: Students will complete two dramatic performances during the semester with a maximum of 30 points. The student will also complete a final dramatic performance with a maximum of 40 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-excellent performance, the student has an excellent command of the realization of dramatic art forms applicable in kindergarten and kindergarten; B-excellent performance, the student realizes dramatic art forms with enthusiasm and consistently, with only minor deficiencies; C-average performance, the student's creative art skills are at an average level, he/she does not show sufficient dedication to the subject of instruction D- the student realizes the dramatization exercises only with great difficulty and lack of commitment, his/her expression shows significant deficiencies; E-the student's work meets only the minimum criteria, his/her dramatized speech is at a very low level; Fx - the student's work does not meet the requirements for passing the course in any of the required criteria and it is necessary for him/her to repeat the course.

Learning outcomes:

Class syllabus:

Learning outcomes/ Objectives and learning outcomes:
By completing the course, the student will acquire basic knowledge and competences that directly relate to the educational area of the curriculum Art and Culture. They will also acquire the ability to apply individual dramatic forms applicable in the didactic practice of the Kindergarten and Kindergarten. At the same time, they will acquire the principles of preparation, organisation and implementation of dramatised educational activities. By repeatedly practicing various forms of dramatised art, he will also improve his communication, speech and movement skills, on the basis of which he will be able to lead and improve the dramatic expression of children and pupils at work in kindergartens and kindergartens. Within the framework of transferable skills, he will be able to continuously improve children's speech and overall communication skills, as well as their psychomotor, movement and coordination skills. Within the framework of transferable skills, he/she will also be able to organise and realise simple, coherent, dramatised units and performances with children (plays, performances...). As part of the development and consolidation of digital

literacy, students will gain a basic overview of online resources that can be used to plan dramatised performances in kindergarten and pre-school.
Exercises to develop the use of the five main senses - hearing, sight, touch, smell and taste. Dramatic play
In this unit, students are introduced to the nature of dramatic play. The term dramatic play suggests that it is a game with dramatic action where persons interact, enter into interaction, further suggesting the playful nature of this action, that is, the activity allows the player some reimagining, reenactment, and self-revelation. In this sense, dramatic play has a broader meaning and includes not only play with rules, but also creative play, work with text, with words, with musical and movement elements. Dramatic play involves a certain role (sometimes it is imitation of what others are doing). In speech exercises the child imitates the voice of a cockerel, in dramatic play the child is in the role of a cockerel and by movement, sound, action, plot expresses his/her idea of it. Various aids can enrich dramatic play, but for many dramatic plays we do not need a stage or costumes. The whole playroom can be a stage - the equipment can represent houses, trees, etc. For pre-school children, if we want to focus on concentration of attention, development of creativity, activity, it is advisable to start from a conversation of sounds using Orff's instrumentation - drum, gong, echoed shreds, bells, triangle... Motivated by sounds, children can individually, in pairs and in groups imitate a train (movement, sound, braking, etc.). The stimulus for inventing a scene can be a sound impulse. The same procedure is followed for other themes, e.g. forest, zoo, etc. According to the sounds of the musical instruments, the children identify the characters in the story, which they then act out. The ideas for dramatic games can come from the children themselves, from the world of fairy tales, from everyday life, from literary models, or they can be classic dramatic games with rules.
Improvisation is an action, an activity, a plot, a creation that arises without any prior concrete preparation, without a compositional plan. It is based on a momentary idea, inspiration, mood, feeling, thus the dramatic plot and action arise only in the course of playing. It is the result of the personal creative performance of the improviser, who must be considered the author of this creation (Pedagogical Encyclopaedia of Dramatic Arts of Slovakia, 1989). According to J. Somers (1994), improvisation is a technique that helps us understand the world. It evokes real life situations and allows its participants to have experiences very similar to those in non-simulated situations, thus allowing them to feel and explore their dynamics and the problems they bring with them.
- Types of improvisation
- mass
- group
- pairs
- solo
Division of improvisation based on contact:
- (a) no contact with a partner and no attempt at contact, when everyone plays for themselves, simultaneously with others, all participants are involved in the game
- b) with contact of pairs and groups with each other, where improvisation is based on the interplay of a given number of players, on the creation of a common situation or action,
- c) in pairs, where the players collaborate with each other
- d) solo
- Improvisation can be used to develop imagination, creativity and fantasy, intellectual and emotional development, communication and cooperation, culture of movement and speech, the ability to react to different situations, to learn to be sensitive to the reactions of others and oneself. Improvisation with real props can stimulate the intellectual area in the player. Improvisation with proxy props (a hat, a bucket...) and with imaginary, non-existent props develops imagination, fantasy, figurative, metaphorical and symbolic expression.
Pantomime

Pantomime, pantomime exercises are used with more experienced players who have undergone previous non-verbal movement activities. While the other non-verbal activities are usually performed simultaneously or in pairs, and may only be an expression of a feeling or mood (it does not have to have a punchline, a plot), the basis of pantomime (except for the introductory pantomime exercises) is the expression of a certain action (text) through inner speech and is more often performed individually by the players. Pantomime is a form of theatre, artistically it is one of the oldest ways of stage expression of action, states and dramatic situations in the form of stylized movement and facial expression without the use of words or voice. It is a stylized artistic disability that is sometimes accompanied by music. Pantomime is a movement exercise where movement, which is the main means of expression, is associated with a certain motivation and directed towards characterisation. The use of the word is not entirely excluded, but it has only a complementary function.

When performing pantomime (as in some other dramatic techniques) it is important that the players have information about who they are representing, where they are, at what time and what they are doing, so that they can better understand and feel the text and express the action with their whole bodies. We use pantomime games in virtually all stages of the dramatic process. The basic importance of pantomimic games is in communication, in interaction, in making phenomena visible (manifest) and thus in understanding, feeling, awareness of situations, feelings, attitudes and experiences.

Working with puppets

Puppet theatre belongs inherently to the children's world, it is a mediator of the first contacts with dramatic art. Puppet art and contact with puppets cannot be replaced by a fairy tale broadcast on television or via video, because children are not only consumers of puppet theatre, but also participants and often direct creators of the dramatic process. The most famous puppets include marionettes, jawais, helmet puppets, mime puppets. The basis for the realization of a puppet performance is the dramatic template, its important components are spoken language and music. Puppets belong to the group of so-called projective toys stimulating imaginary play, into which players project their experiences and actual problems. Playing with projective material can reveal the causes of a child's difficulties, which manifest themselves in the form of various behavioural and experiential symptoms.

Recitation and recitation performance

This chapter of drama education is devoted to the targeted development of pupils' communication and recitation skills. It takes the form of practicing the recitation of short poetic texts, with an emphasis on articulation skills, breath work, as well as practicing suprasegmental phenomena, which significantly affect the quality of recitation. Recitation and recitation skills have a great impact on the work of the teacher in the Kindergarten and the educator in the Kindergarten; dramatised reading, where the adult adapts the voices of the characters while reading, improves the overall listening comprehension.

Practice of comprehensive music and movement exercises

This chapter is devoted to practical rehearsals of complete music and movement units using costumes and masks. Students will rehearse a simple collaborative choreography, with a dramatised spoken word, movement and music component, framed by a simple story with an educational message. If circumstances allow, students will present their performance to a select group of children in the Kindergarten and then reflect back on their performance.

Creative dramatics as an educational element

In the final chapters we return to the theoretical foundations of drama education:

Creative dramatics fulfils an aesthetic function, an emotional function, but also a didactic function. As a cross-cutting theme, creative dramatics can be applied in all areas, namely perceptual-motor, social-emotional and cognitive, with the following proposed objectives:

- Perceptual-motor area:
- To improve fine and gross motor skills through creative dramatics,
- to control hand movements, finger movements when manipulating objects,
- to control the coordination of their body movements,
- to become aware of the different positions and postures of one's own body in preparation for expressing oneself through creative dramatics,
- to use the coordination of sight, hearing, hand,
- to perceive a given reality with all the senses,
- to develop spatial perception in the representation of their experiences, activities,
- imitate the activities of different types of professions, friends, family members,
- to characterize a favourite character of a fairy tale, animals, their friends by methods of creative dramatics,
- to use various means of expression (mimicry, gesticulation, movement, sound, manipulation of objects, props) to represent emotions, knowledge, desires, needs, opinions,
- be able to manipulate props, self-made puppets, different types of materials,
- to express dramatically a certain theme, their identity, ideas and fantasy,
- to represent their ideas, needs, interests, desires by moving a part of their body, their whole body,
- to match the movement expression of their ideas, desires with music
- Social-emotional area:
- Apply communicative skills,
- identify with the person by movements, facial expressions, gesticulations,
- emotionally experience and dramatically express their ideas, fantasies, different types of artistic genre,
- behave prosocially,
- to be aware of one's own identity by expressing characteristic features of oneself - facial expression (mimicry), favourite activity, movement...
- to represent one's own identity in the area of experiencing emotions,
- to express one's own identity in the area of social relations with peers,
- express their positive and negative emotions (crying, laughing, sadness...),
to express their relationship to a favourite person, toy, literary hero by dramatically expressing their experiences, etc,
Knowledge of the various forms and methods of dramatic education will contribute to the student's having sufficient knowledge of the subject and will enable him or her to develop and improve the child's dramatic expression in all its aspects.

Recommended literature:

Odporúčaná literatúra:
DÚBRAVOVÁ, A.: Dramatická výchova a dramatické umenie v (pred)primárnom vzdelávaní alebo Nie je hra ako hra. Bratislava: Univerzita Komenského v Bratislave, 2023.
KUDERJAVÁ, M. – STANISLAVOVÁ, Z.: Tvorivá dramatika ako stratégia zvyšovania literárnej kompetencie detí mladšieho školského veku. Prešov: Prešovská univerzita v Prešove, 2017.
MACHKOVÁ, E.: Škola dramatickou hrou. Ostrava: Ostravská univerzita, 2019.
WAY, B. Rozvoj osobnosti dramatickou improvizací. Praha: ISV, 1996. ISBN 80-85866-16-1.
HICKSON, A. Dramatické a akční hry. Praha: Portál, 2000. ISBN 80-7178-387-0.
VALENTA, J. Metody a techniky dramatické výchovy. Praha: Grada, 2008. ISBN 978-80-247-1865-1.
ŽATKOVÁ, E. KOSTRUB, D. Tvorivá dramatika vo výučbe. Prešov: Rokus, 2011. ISBN 978-80-89510-02-3.
SVOBODOVÁ, E., ŠVEJDOVÁ, H. Metody dramatické výchovy v mateřské škole. Praha:

Portál, 2011. ISBN 978-80-262-0020-8.

Languages necessary to complete the course:
Slovak, Czech.

Notes:

Past grade distribution
Total number of evaluated students: 390

A	ABS	B	C	D	E	FX
68,21	0,0	24,36	4,1	2,56	0,51	0,26

Lecturers: Mgr. Adela Dúbravová, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPde212/22	**Course title:** Early intervention and stimulation
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: 2S - two hours of seminar per week for a total of 22 hours of direct teaching per semester. Combined method (mostly full attendance). Student workload: 11x2 hours of direct teaching = 22 hours; 28 hours of seminar work; 40 hours of preparation for final assessment. 90 hours in total. Teaching methods: lecture, lecturing, discussion, brainstorming, mind maps. Credits: 3 Recommended semester: 5.-6. semester Degree of study/educational level: 1st	
Number of credits: 3	
Recommended semester: 6.	
Educational level: I.	
Prerequisites:	
Course requirements: Course completion requirements: During the semester, the student prepares a seminar paper on a topic assigned by the teacher, from which he/she can obtain a maximum of 25 points. At the end of the semester, the student will take a final test, with a maximum possible score of 75 points. A student who fails to obtain at least 13 points in the seminar paper or who fails to hand in the seminar paper will not be admitted to the final test. A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course you must obtain a minimum of 60% of the marks. A - excellent performance, the student has mastered the basic concepts and can apply what he/she has learned to practice; the seminar paper meets all the criteria; B - excellent performance, the student has mastered the basic concepts, but there are slight deficiencies in the application of the knowledge to practice; there are slight deficiencies in the seminar paper; C - good performance, the student has learnt but can only partially apply what he/she has learnt to practice; the term paper is deficient;	

D - acceptable performance, the student has learned only partially, there are significant deficiencies in the subject matter, the student cannot apply what he/she has learned in practice; the term paper meets the minimum criteria;
E - minimally acceptable performance, the student has learned minimally, cannot adequately apply to practice;
Fx - unacceptable performance, the student has not met the requirements set by the instructor during the semester.
The grade is given on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
By completing this course, the student will acquire knowledge of early intervention and stimulation of children with disabilities, disorders, or risks in the early childhood and preschool years. The student gains theoretical knowledge and practical experience in the stimulation, correction and re-education of behaviour in such a child. Gain an overview of programs that are used in practice in working with both the child and his/her family. The student further develops the competencies needed in communicating with the child's family and other professionals involved in the care of the family and child during the early childhood and preschool years.
The student develops communication, critical thinking, and ICT skills during the semester.

Class syllabus:
Course outcomes of subject (content):
Early childhood and preschool special education. Definition of early care/early intervention. Early care services. Early care programmes. Teamwork in the early care process. Early child diagnosis. Stages of the family adaptation process. Participation of family members in the education process. Participation of intact siblings in the process of education.
The aim of the course is to familiarize the student with early care/early intervention, to make them aware of why the stimulation of the child at an early age is important and how they, as future educators, are able to participate in this activity.

Recommended literature:
Compulsory readings:
KASTELOVÁ, A., LOPÚCHOVÁ, J., SCHMIDTOVÁ, M., TARCSIOVÁ, D. 2013. Pedagogika zmyslovo postihnutých raného a predškolského veku. Bratislava: IRIS, 2013. ISBN 978-80-89238-
83-5.
KOVÁČOVÁ, B. 2019. S inklúziou od raného veku. Bratislava: Reziliencia, 2019. ISBN 978-80-972277-5-3
VANČOVÁ, A. a kol. 20212. Špeciálna pedagogika raného a predškolského veku. Bratislava: IRIS,
2012. ISBN 978-80-89238-68-2.
Recommended readings:
Eurlyaid. 2021. Odporúčané postupy včasnej intervencie. Príručka pre odborníkov.
Asociácia poskytovateľov a podporovateľov včasnej intervencie. 1. vydanie. Eurlyaid, 2021.
https://www.eurlyaid.eu/eciguidebook-slovakedition/

KVĚTOŇOVÁ-ŠVECOVÁ, L. 2004. Edukace dětí se speciálními potřebami v raném a předškolním
věku. Brno: Paidio, 2004. ISBN 80-731-5063-8
Ministerstvo práce, sociálnych vecí a rodiny SR. 2023. Cesta dieťaťa v ranom veku. MPSVR SR. https://www.employment.gov.sk/files/sk/rodina-socialna-pomoc/socialne-sluzby/vcasna-intervencia-rana-starostlivost/cesta-dietata-ranom-veku-december-2023.pdf
OPATŘILOVÁ, D. 2003. Pedagogická intervence v raném a předškolním věku u jedinců s dětskou
mozkovou obrnou. Brno: Masarykova Univerzita, 2003. ISBN 80-210-3242-1.
OPATŘILOVÁ, D. 2006. Pedagogicko-psychologické poradenství a intervence v raném a předškolním věku u dětí se speciálními vzdělávacími potřebami. Brno: Masarykova Univerzita, 2006.
ISBN 80-210-3977-9.
BARTOŇOVÁ, M. BYTEŠNÍKOVÁ, I., VÍTKOVÁ, M. a kol. 2012. Předškolní vzdělávání dětí se
speciálními vzdělávacími potřebami. Brno: MU, 2012. ISBN 978-80-210-6044-9. S.272.
DOMAN, G. 1997. Jak pečovat o vaše postižené dítě. Olomouc: Votobia, 1997. ISBN 80-7198-390-
X.
OPATŘILOVÁ, D. Pedagogická intervence v raném a předškolním věku u jedinců s dětskou mozkovou obrnou. Brno: Masarykova Univerzita, 2003. ISBN 80-210-3242-1.
OPATŘILOVÁ, D. Pedagogicko-psychologické poradenství a intervence v raném a předškolním věku u dětí se speciálními vzdělávacími potřebami. Brno: Masarykova Univerzita, 2006. ISBN 80-
210-3977-9.
STRASSMEIER, W. 2000. 260 cvičení pro děti raného věku. 2.vydanie. Praha: Portál, 2000.

Languages necessary to complete the course:
slovak, czech, english

Notes:

Past grade distribution
Total number of evaluated students: 522

A	ABS	B	C	D	E	FX
79,69	0,0	14,56	3,64	1,34	0,38	0,38

Lecturers:

Last change: 02.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde212/22	Early intervention and stimulation

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2S - two hours of seminar per week for a total of 22 hours of direct teaching per semester.
Combined method (mostly full attendance).
Student workload: 11x2 hours of direct teaching = 22 hours; 28 hours of seminar work; 40 hours of preparation for final assessment. 90 hours in total.
Teaching methods: lecture, lecturing, discussion, brainstorming, mind maps.
Credits: 3
Recommended semester: 5.-6. semester
Degree of study/educational level: 1st

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
During the semester, the student prepares a seminar paper on a topic assigned by the teacher, from which he/she can obtain a maximum of 25 points. At the end of the semester, the student will take a final test, with a maximum possible score of 75 points. A student who fails to obtain at least 13 points in the seminar paper or who fails to hand in the seminar paper will not be admitted to the final test.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course you must obtain a minimum of 60% of the marks.
A - excellent performance, the student has mastered the basic concepts and can apply what he/she has learned to practice; the seminar paper meets all the criteria;
B - excellent performance, the student has mastered the basic concepts, but there are slight deficiencies in the application of the knowledge to practice; there are slight deficiencies in the seminar paper;
C - good performance, the student has learnt but can only partially apply what he/she has learnt to practice; the term paper is deficient;

D - acceptable performance, the student has learned only partially, there are significant deficiencies in the subject matter, the student cannot apply what he/she has learned in practice; the term paper meets the minimum criteria;
E - minimally acceptable performance, the student has learned minimally, cannot adequately apply to practice;
Fx - unacceptable performance, the student has not met the requirements set by the instructor during the semester.
The grade is given on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
By completing this course, the student will acquire knowledge of early intervention and stimulation of children with disabilities, disorders, or risks in the early childhood and preschool years. The student gains theoretical knowledge and practical experience in the stimulation, correction and re-education of behaviour in such a child. Gain an overview of programs that are used in practice in working with both the child and his/her family. The student further develops the competencies needed in communicating with the child's family and other professionals involved in the care of the family and child during the early childhood and preschool years.
The student develops communication, critical thinking, and ICT skills during the semester.

Class syllabus:
Course outcomes of subject (content):
Early childhood and preschool special education. Definition of early care/early intervention. Early care services. Early care programmes. Teamwork in the early care process. Early child diagnosis. Stages of the family adaptation process. Participation of family members in the education process. Participation of intact siblings in the process of education.
The aim of the course is to familiarize the student with early care/early intervention, to make them aware of why the stimulation of the child at an early age is important and how they, as future educators, are able to participate in this activity.

Recommended literature:
Compulsory readings:
KASTELOVÁ, A., LOPÚCHOVÁ, J., SCHMIDTOVÁ, M., TARCSIOVÁ, D. 2013. Pedagogika zmyslovo postihnutých raného a predškolského veku. Bratislava: IRIS, 2013. ISBN 978-80-89238-
83-5.
KOVÁČOVÁ, B. 2019. S inklúziou od raného veku. Bratislava: Reziliencia, 2019. ISBN 978-80-972277-5-3
VANČOVÁ, A. a kol. 20212. Špeciálna pedagogika raného a predškolského veku. Bratislava: IRIS,
2012. ISBN 978-80-89238-68-2.
Recommended readings:
Eurlyaid. 2021. Odporúčané postupy včasnej intervencie. Príručka pre odborníkov.
Asociácia poskytovateľov a podporovateľov včasnej intervencie. 1. vydanie. Eurlyaid, 2021.
https://www.eurlyaid.eu/eciguidebook-slovakedition/

KVĚTOŇOVÁ-ŠVECOVÁ, L. 2004. Edukace dětí se speciálními potřebami v raném a předškolním
věku. Brno: Paidio, 2004. ISBN 80-731-5063-8
Ministerstvo práce, sociálnych vecí a rodiny SR. 2023. Cesta dieťaťa v ranom veku. MPSVR SR. https://www.employment.gov.sk/files/sk/rodina-socialna-pomoc/socialne-sluzby/vcasna-intervencia-rana-starostlivost/cesta-dietata-ranom-veku-december-2023.pdf
OPATŘILOVÁ, D. 2003. Pedagogická intervence v raném a předškolním věku u jedinců s dětskou
mozkovou obrnou. Brno: Masarykova Univerzita, 2003. ISBN 80-210-3242-1.
OPATŘILOVÁ, D. 2006. Pedagogicko-psychologické poradenství a intervence v raném a předškolním věku u dětí se speciálními vzdělávacími potřebami. Brno: Masarykova Univerzita, 2006.
ISBN 80-210-3977-9.
BARTOŇOVÁ, M. BYTEŠNÍKOVÁ, I., VÍTKOVÁ, M. a kol. 2012. Předškolní vzdělávání dětí se
speciálními vzdělávacími potřebami. Brno: MU, 2012. ISBN 978-80-210-6044-9. S.272.
DOMAN, G. 1997. Jak pečovat o vaše postižené dítě. Olomouc: Votobia, 1997. ISBN 80-7198-390-
X.
OPATŘILOVÁ, D. Pedagogická intervence v raném a předškolním věku u jedinců s dětskou mozkovou obrnou. Brno: Masarykova Univerzita, 2003. ISBN 80-210-3242-1.
OPATŘILOVÁ, D. Pedagogicko-psychologické poradenství a intervence v raném a předškolním věku u dětí se speciálními vzdělávacími potřebami. Brno: Masarykova Univerzita, 2006. ISBN 80-
210-3977-9.
STRASSMEIER, W. 2000. 260 cvičení pro děti raného věku. 2.vydanie. Praha: Portál, 2000.

Languages necessary to complete the course:
slovak, czech, english

Notes:

Past grade distribution
Total number of evaluated students: 522

A	ABS	B	C	D	E	FX
79,69	0,0	14,56	3,64	1,34	0,38	0,38

Lecturers: Mgr. Jana Zeman

Last change: 02.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde213/22	Education in an after school club

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope: 2 hours per week lecture + seminar, total 22 hours per semester; combined method (primarily face-to-face)
Student workload:
11x2 hours = 22 hours of direct tuition per semester,
20 hours for the preparation of assignment 1 (educational activity),
38 hours for the preparation of assignment 2 (activating method),
exam preparation (to take a written test) 40 hours.
Total 120 hours of student work per semester.
Teaching methods:
Communication methods (discussion of the topic, report, interview, lecture, exchange of views), cooperative methods (work in small groups), methods of working with the text (work with current legislation, work with professional literature, common reading, paired reading), brainstorming, associative evocation of learning, concept maps, connecting teaching with practice, problem solving, application of theoretical knowledge to practical examples, simulation of practice, presentation.

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Active participation in the class is required to pass the course. The course consists of continuous and final assessment. The continuous assessment includes two assignments which the student completes during the semester. The student's first assignment is to design an educational activity (20 points). The student's second assignment is to present the selected activating method (20 points).
The final assessment is a written test (60 points). The student is admitted to write the final test on the condition of passing both continuous assignments.The condition for successful completion of the course is obtaining at least 60 points from the maximum possible course grade. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding) The student knows/manages/applies/analyzes/critically evaluates/creates. Student receives stimuli, responds, appreciates values, and integrates values.
B (90-81%, very good - above average standard) Student knows/manages/applies/analyzes, but critical thinking and creativity are borderline. Student receives stimuli, responds, and appreciates values, but integration of values is borderline.
C (80-73%, good - normal reliable work) Student knows/manages/learns but cannot apply to practice. Student takes cues, responds, and appreciates values.
D (72-66%, satisfactory - acceptable performance) Student can/learns to describe, interpret, explain in own words Student receives stimuli and responds.
E (65-60%, satisfactory - results meet minimum criteria) Student can/learns to the minimum required level. Student accepts stimuli.
Fx (59-0%, insufficient - extra work required) Student must retake the course in the next semester.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
Educational activity (20 points)
The student will design an educational activity during the semester. The student chooses 1 thematic area of education in Children's club (educational, social-scientific, occupational-technical, natural-environmental, aesthetic-educational, physical-educational, health and sports area of education) and describes 1 educational activity (game, exercise) focused on the chosen thematic area of education. The student will submit the activity in written form as instructed by the instructor. He/she shall indicate the title of the activity (game, exercise). The title of the activity must be clear and concise. He/she shall indicate the thematic area of education (possibly several thematic areas of education) according to the document Tvorba výchovných programov v školských zariadeniach (2009). Formulates the educational objectives, which must respect the taxonomy of objectives. The student indicates the age group for which the activity is intended. He/she shall indicate the teaching aids, or didactic equipment, which is necessary for the realization of the educational activity. Next, the student shall describe the activity and indicate the source from which the activity was taken.
The educational activity will be submitted in electronic form with the following details: name of the student, name of the activity (games, exercises), name of the thematic area of education, educational objectives, aids, age category, description of the activity and the source of the activity. The activity is presented in Times New Roman font, font size 12, line spacing 1.0, and is justified by margins. The activity description must not exceed 1 standard page (approximately 250 words). The student submits the activity via MS Teams, in the notebook for learning subjects, in the tab called educational activity (or in Moodle PdF. UK in the form of assignments).
Activating method (20 points)
During the semester, the student will present a selected activating method applicable to a school children's club through a PowerPoint presentation to the instructor and other course participants. The purpose of the presentation is to inform students about more activating methods (since education outside the classes is mainly activity-based). The specific activating method and the date of the presentation will be arranged between the student and the instructor in advance.
The student prepares a PowerPoint presentation in which he/she presents the activating method and describes the theoretical background of the chosen method. The student will then give 5 examples of how the chosen method could be applied in the educational process in the school children's club. The PowerPoint presentation will contain the following elements: the name of the student, the name of the activating method, the description and theoretical background of the activating method and five examples of the application of the activating method in the educational process in the school children's club. The student uploads the presentation via MS Teams, to the notebook for teaching subjects, to the bookmark with the name of the activating method (or to Moodle PdF. UK in the form of assignments).

Written test (max. 60 points)
The student will write a written test. The content of the written test is individual lectures from the subject Education in the school children's club (the basic topics of the lectures are listed in the course outline). The test consists of 15 closed questions with one or multiple-choice answers. The maximum number of points that a student can obtain for the test is 60. Each question is graded separately and a student may receive a maximum of 4 points for completing it correctly. The scores from the test and the continuous assessment will be totaled by the instructor to determine the final grade for the course.

Class syllabus:
Course outcomes of subject (content):
After completing the course, the student understands the basic theoretical background of education and training in the school children's club. After completing the course, the student is able to design and implement educational activities in the school children's club in such a way that the whole personality of the child of the primary level of education and his/her key competences are developed. By completing the course, the student will acquire:
- theoretical knowledge and practical competences related to the issue of education outside the classes in school educational institutions
- the ability to design, organize, implement and evaluate educational activities as an educator in a school children's club
- the ability to run an school children's club department as an independent educator
- the ability to guide children towards meaningful use of leisure time
- the ability to implement pedagogical and didactic principles in his/her own educational activities in the children's club
- the ability to be familiar with the pedagogical documentation and school legislation applicable to the children's club
- the ability to communicate professionally and apply interpersonal skills in the direct educational process, but also in communication and cooperation with colleagues, parents of children, school staff and other professionals in and outside the school
- the ability to communicate, discuss, argue in favor of his/her own views and present himself/ herself and his/her work
- the ability to give a clear and proper presentation
- the ability to use digital technologies in educational activities.
Brief outline of the course:
In the course, the student will be introduced to the following topics:
- Pedagogy of leisure time. Approaches to leisure time pedagogy. Leisure time.
Key terms: leisure time, functions of leisure time, leisure time education, education outside the classes.
- The student will become familiar with the subject of leisure time pedagogy and its issues. The student will learn about school educational establishments and establishments outside the school system in which leisure education takes place. The student knows the approaches (aspects) to leisure time pedagogy and can describe them (in terms of age, target groups and type of establishment, in terms of the organization and intervention of educational influences, in terms of the temporal scope of leisure time, in terms of socio-professional classification, in terms of content, in terms of the degree of mental, intellectual and creative development). The student is able to name in his/her own words the difference between formal, non-formal and informal education. The student is able to list the authors who deal with the pedagogy of leisure time.
- The student understands that leisure time has evolved historically and understands the perception of leisure time in different socio-cultural settings. The student understands and can describe leisure time from different perspectives (economic perspective, social and socio-psychological

perspective, political perspective, health and hygiene perspective, pedagogical and psychological perspective). He/she can list the functions (meanings) of leisure time (health and hygiene function, self-realization function, formative and educational function, socialization function, preventive function).
- The student knows the basic differences between education outside the class and education in leisure time.
- School educational facilities. Specific requirements of out-of-class education, objectives and content of out-of-class education.
- The student is able to indicate the school educational establishments which carry out education outside the classroom. The student is familiar with the Decree 306/2009 Coll. of the Ministry of Education of the Slovak Republic.
- The student can reproduce the specific requirements of education outside the classes according to the authors Hájek, Hofbauer, Pávková (2009). The student can state the main goal and specific objectives of education outside the class. He/she knows that correct and realistic goals are the basis for a quality process of education outside the class. The student can state the content of education outside the class through activities (rest activity, relaxation activity, interest activity, self-care activity, community service activity, preparation for class).
- School children's club in the system of school educational establishments. The mission and tasks of the School Children's Club in the sense of the legislation.
- The student can define a school children's club according to the professional pedagogical literature and the legislation in force. The student is familiar with Act No 324/2012 Coll. The student knows that time in the school children's club is divided into organized and unorganized and can name their specifics. The student is able to describe in his/her own words the mission and tasks of the School Children's Club.
- Content of activities in the school children's club. The thematic areas of education in school children's club.
- The student understands that the content of the activity in the school children's club is implemented through the educational programme of the school educational institution. The student is able to list the thematic areas of education of the school children's club (educational, social-scientific, occupational-technical, natural-environmental, aesthetic-educational, physical education, health and sports). In their own words, he/she can describe the aims of each thematic area of education and give examples of educational activities for each thematic area of education.
- Educational activities in the school children's club. Competences of the child of the school children's club.
- The student understands that through the thematic areas of education, children develop key competencies during educational activities. He/she can state that the educational activity in the school club is carried out as: regular activity, interest activity, occasional and seasonal activity, spontaneous activity according to children's interest, project activity, rest activities, recreational activities, self-care activities, preparation for class. He/she is familiar with Decree No 306/2009 Coll. The student understands that the competences of the children in the school children's club are related to the competences of the pupils of the respective primary school and knows the competences of the child of the school children's club.
- The legislation in force in the school children's club. Educational programme of the school children's club. Educational plan. Educational curriculum. Educational standards. The basic documents of the school children's club.
- The student knows that the educational program is the basic document of the school establishment and that each school children's club is obliged to create its own educational program. The student is oriented in the document Tvorba výchovných programov v školských zariadeniach (2009). The

student is able to search for information on the content of the educational programme in Act No 245/2008 Coll. (§ 8, section 4).
- The student knows that educational standards, educational plans and educational curricula are part of the educational programme and can describe what their content is.
- The mode of the day in the school children's club. Educator in the school children's club. Competences of the educator.
- The student knows the mode of the day in school children's club and understands the difference between the individual activities and the importance of their alternation. He/she knows that the daily routine depends on various specifics (age of children, composition of the department, school equipment, etc.). Understands that the school children's club has the prerequisite for regular and daily pedagogical influence on leisure time.
- The student can name and describe in his/her own words the basic professional competences of an educator. He/she knows that the individual competences include knowledge, skills, abilities, attitudes, character traits, experiences and others.

Recommended literature:

Odporúčaná literatúra:

BABIAKOVÁ, S., BRINDZA, J., ĎUROŠOVÁ, E. 2008. Pedagogika voľného času a školské kluby detí. Žilina: IPV, 2008. ISBN 978-80-8070-840-5.
BENDL, S. a kol. Vychovatelství. Učebnice teoretických základů odboru. Praha: Grada, 2015. ISBN 978-80-247-4248-9.
BRHELOVÁ, V. a kol. 2009. Výchovný program v praxi 1. Bratislava: Raabe, 2009. ISBN 978-80-89182-40-4.
HÁJEK, B., HOFBAUER, B., PÁVKOVÁ, J. 2011. Pedagogické ovplyvňovaní volného času. Trendy pedagogiky volného času. Praha: Portál, 2011. ISBN 978-80-262-0030-7.
KOŽUCHOVÁ, M., ČAVOJSKÝ, I. 2021. Pedagogika voľného času detí. Bratislava: Univerzita Komenského v Bratislave, 2021. ISBN 978-80-223-5140-9.
KOŽUCHOVÁ, M., NEMCOVÁ, J., HRUBA, M. 2018. Školský klub detí z pohľadu vychovávateľov. Bratislava: Univerzita Komenského v Bratislave, 2018. ISBN 978-80-223-4579-8.
KRATOCHVÍLOVÁ, E. 2010. Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a praxi. Trnava: Veda, 2010. ISBN 978-80-8082-330-6.
Národný inštitút vzdelávania a mládeže. (2022). Štátny výchovný program pre školský klub detí. Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky.
Tvorba výchovných programov v školských zariadeniach. 2009. Bratislava: Štátny pedagogický ústav, 2009.
Vyhláška 306/2009 Z.z. Ministerstva školstva Slovenskej republiky z 15. júla 2009 o školskom klube detí, školskom stredisku záujmovej činnosti, centre voľného času, školskom hospodárstve a stredisku odbornej praxe.
Zákon č.245/2008 Z.z. z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution Total number of evaluated students: 878						
A	ABS	B	C	D	E	FX
62,76	0,0	25,28	8,88	1,71	0,68	0,68
Lecturers: Mgr. Ivan Čavojský, PhD.						
Last change: 06.11.2025						
Approved by: doc. PaedDr. Eva Severini, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde213/22	Education in an after school club

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope: 2 hours per week lecture + seminar, total 22 hours per semester; combined method (primarily face-to-face)
Student workload:
11x2 hours = 22 hours of direct tuition per semester,
20 hours for the preparation of assignment 1 (educational activity),
38 hours for the preparation of assignment 2 (activating method),
exam preparation (to take a written test) 40 hours.
Total 120 hours of student work per semester.
Teaching methods:
Communication methods (discussion of the topic, report, interview, lecture, exchange of views), cooperative methods (work in small groups), methods of working with the text (work with current legislation, work with professional literature, common reading, paired reading), brainstorming, associative evocation of learning, concept maps, connecting teaching with practice, problem solving, application of theoretical knowledge to practical examples, simulation of practice, presentation.

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Active participation in the class is required to pass the course. The course consists of continuous and final assessment. The continuous assessment includes two assignments which the student completes during the semester. The student's first assignment is to design an educational activity (20 points). The student's second assignment is to present the selected activating method (20 points).
The final assessment is a written test (60 points). The student is admitted to write the final test on the condition of passing both continuous assignments.The condition for successful completion of the course is obtaining at least 60 points from the maximum possible course grade. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding) The student knows/manages/applies/analyzes/critically evaluates/creates. Student receives stimuli, responds, appreciates values, and integrates values.
B (90-81%, very good - above average standard) Student knows/manages/applies/analyzes, but critical thinking and creativity are borderline. Student receives stimuli, responds, and appreciates values, but integration of values is borderline.
C (80-73%, good - normal reliable work) Student knows/manages/learns but cannot apply to practice. Student takes cues, responds, and appreciates values.
D (72-66%, satisfactory - acceptable performance) Student can/learns to describe, interpret, explain in own words Student receives stimuli and responds.
E (65-60%, satisfactory - results meet minimum criteria) Student can/learns to the minimum required level. Student accepts stimuli.
Fx (59-0%, insufficient - extra work required) Student must retake the course in the next semester.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
Educational activity (20 points)
The student will design an educational activity during the semester. The student chooses 1 thematic area of education in Children's club (educational, social-scientific, occupational-technical, natural-environmental, aesthetic-educational, physical-educational, health and sports area of education) and describes 1 educational activity (game, exercise) focused on the chosen thematic area of education. The student will submit the activity in written form as instructed by the instructor. He/she shall indicate the title of the activity (game, exercise). The title of the activity must be clear and concise. He/she shall indicate the thematic area of education (possibly several thematic areas of education) according to the document Tvorba výchovných programov v školských zariadeniach (2009). Formulates the educational objectives, which must respect the taxonomy of objectives. The student indicates the age group for which the activity is intended. He/she shall indicate the teaching aids, or didactic equipment, which is necessary for the realization of the educational activity. Next, the student shall describe the activity and indicate the source from which the activity was taken.
The educational activity will be submitted in electronic form with the following details: name of the student, name of the activity (games, exercises), name of the thematic area of education, educational objectives, aids, age category, description of the activity and the source of the activity. The activity is presented in Times New Roman font, font size 12, line spacing 1.0, and is justified by margins. The activity description must not exceed 1 standard page (approximately 250 words). The student submits the activity via MS Teams, in the notebook for learning subjects, in the tab called educational activity (or in Moodle PdF. UK in the form of assignments).
Activating method (20 points)
During the semester, the student will present a selected activating method applicable to a school children's club through a PowerPoint presentation to the instructor and other course participants. The purpose of the presentation is to inform students about more activating methods (since education outside the classes is mainly activity-based). The specific activating method and the date of the presentation will be arranged between the student and the instructor in advance.
The student prepares a PowerPoint presentation in which he/she presents the activating method and describes the theoretical background of the chosen method. The student will then give 5 examples of how the chosen method could be applied in the educational process in the school children's club. The PowerPoint presentation will contain the following elements: the name of the student, the name of the activating method, the description and theoretical background of the activating method and five examples of the application of the activating method in the educational process in the school children's club. The student uploads the presentation via MS Teams, to the notebook for teaching subjects, to the bookmark with the name of the activating method (or to Moodle PdF. UK in the form of assignments).

Written test (max. 60 points)
The student will write a written test. The content of the written test is individual lectures from the subject Education in the school children's club (the basic topics of the lectures are listed in the course outline). The test consists of 15 closed questions with one or multiple-choice answers. The maximum number of points that a student can obtain for the test is 60. Each question is graded separately and a student may receive a maximum of 4 points for completing it correctly. The scores from the test and the continuous assessment will be totaled by the instructor to determine the final grade for the course.

Class syllabus:
Course outcomes of subject (content):
After completing the course, the student understands the basic theoretical background of education and training in the school children's club. After completing the course, the student is able to design and implement educational activities in the school children's club in such a way that the whole personality of the child of the primary level of education and his/her key competences are developed. By completing the course, the student will acquire:
- theoretical knowledge and practical competences related to the issue of education outside the classes in school educational institutions
- the ability to design, organize, implement and evaluate educational activities as an educator in a school children's club
- the ability to run an school children's club department as an independent educator
- the ability to guide children towards meaningful use of leisure time
- the ability to implement pedagogical and didactic principles in his/her own educational activities in the children's club
- the ability to be familiar with the pedagogical documentation and school legislation applicable to the children's club
- the ability to communicate professionally and apply interpersonal skills in the direct educational process, but also in communication and cooperation with colleagues, parents of children, school staff and other professionals in and outside the school
- the ability to communicate, discuss, argue in favor of his/her own views and present himself/ herself and his/her work
- the ability to give a clear and proper presentation
- the ability to use digital technologies in educational activities.
Brief outline of the course:
In the course, the student will be introduced to the following topics:
- Pedagogy of leisure time. Approaches to leisure time pedagogy. Leisure time.
Key terms: leisure time, functions of leisure time, leisure time education, education outside the classes.
- The student will become familiar with the subject of leisure time pedagogy and its issues. The student will learn about school educational establishments and establishments outside the school system in which leisure education takes place. The student knows the approaches (aspects) to leisure time pedagogy and can describe them (in terms of age, target groups and type of establishment, in terms of the organization and intervention of educational influences, in terms of the temporal scope of leisure time, in terms of socio-professional classification, in terms of content, in terms of the degree of mental, intellectual and creative development). The student is able to name in his/her own words the difference between formal, non-formal and informal education. The student is able to list the authors who deal with the pedagogy of leisure time.
- The student understands that leisure time has evolved historically and understands the perception of leisure time in different socio-cultural settings. The student understands and can describe leisure time from different perspectives (economic perspective, social and socio-psychological

perspective, political perspective, health and hygiene perspective, pedagogical and psychological perspective). He/she can list the functions (meanings) of leisure time (health and hygiene function, self-realization function, formative and educational function, socialization function, preventive function).
- The student knows the basic differences between education outside the class and education in leisure time.
- School educational facilities. Specific requirements of out-of-class education, objectives and content of out-of-class education.
- The student is able to indicate the school educational establishments which carry out education outside the classroom. The student is familiar with the Decree 306/2009 Coll. of the Ministry of Education of the Slovak Republic.
- The student can reproduce the specific requirements of education outside the classes according to the authors Hájek, Hofbauer, Pávková (2009). The student can state the main goal and specific objectives of education outside the class. He/she knows that correct and realistic goals are the basis for a quality process of education outside the class. The student can state the content of education outside the class through activities (rest activity, relaxation activity, interest activity, self-care activity, community service activity, preparation for class).
- School children's club in the system of school educational establishments. The mission and tasks of the School Children's Club in the sense of the legislation.
- The student can define a school children's club according to the professional pedagogical literature and the legislation in force. The student is familiar with Act No 324/2012 Coll. The student knows that time in the school children's club is divided into organized and unorganized and can name their specifics. The student is able to describe in his/her own words the mission and tasks of the School Children's Club.
- Content of activities in the school children's club. The thematic areas of education in school children's club.
- The student understands that the content of the activity in the school children's club is implemented through the educational programme of the school educational institution. The student is able to list the thematic areas of education of the school children's club (educational, social-scientific, occupational-technical, natural-environmental, aesthetic-educational, physical education, health and sports). In their own words, he/she can describe the aims of each thematic area of education and give examples of educational activities for each thematic area of education.
- Educational activities in the school children's club. Competences of the child of the school children's club.
- The student understands that through the thematic areas of education, children develop key competencies during educational activities. He/she can state that the educational activity in the school club is carried out as: regular activity, interest activity, occasional and seasonal activity, spontaneous activity according to children's interest, project activity, rest activities, recreational activities, self-care activities, preparation for class. He/she is familiar with Decree No 306/2009 Coll. The student understands that the competences of the children in the school children's club are related to the competences of the pupils of the respective primary school and knows the competences of the child of the school children's club.
- The legislation in force in the school children's club. Educational programme of the school children's club. Educational plan. Educational curriculum. Educational standards. The basic documents of the school children's club.
- The student knows that the educational program is the basic document of the school establishment and that each school children's club is obliged to create its own educational program. The student is oriented in the document Tvorba výchovných programov v školských zariadeniach (2009). The

student is able to search for information on the content of the educational programme in Act No 245/2008 Coll. (§ 8, section 4).
- The student knows that educational standards, educational plans and educational curricula are part of the educational programme and can describe what their content is.
- The mode of the day in the school children's club. Educator in the school children's club. Competences of the educator.
- The student knows the mode of the day in school children's club and understands the difference between the individual activities and the importance of their alternation. He/she knows that the daily routine depends on various specifics (age of children, composition of the department, school equipment, etc.). Understands that the school children's club has the prerequisite for regular and daily pedagogical influence on leisure time.
- The student can name and describe in his/her own words the basic professional competences of an educator. He/she knows that the individual competences include knowledge, skills, abilities, attitudes, character traits, experiences and others.

Recommended literature:

Odporúčaná literatúra:

BABIAKOVÁ, S., BRINDZA, J., ĎUROŠOVÁ, E. 2008. Pedagogika voľného času a školské kluby detí. Žilina: IPV, 2008. ISBN 978-80-8070-840-5.
BENDL, S. a kol. Vychovatelství. Učebnice teoretických základů odboru. Praha: Grada, 2015. ISBN 978-80-247-4248-9.
BRHELOVÁ, V. a kol. 2009. Výchovný program v praxi 1. Bratislava: Raabe, 2009. ISBN 978-80-89182-40-4.
HÁJEK, B., HOFBAUER, B., PÁVKOVÁ, J. 2011. Pedagogické ovplyvňovaní volného času. Trendy pedagogiky volného času. Praha: Portál, 2011. ISBN 978-80-262-0030-7.
KOŽUCHOVÁ, M., ČAVOJSKÝ, I. 2021. Pedagogika voľného času detí. Bratislava: Univerzita Komenského v Bratislave, 2021. ISBN 978-80-223-5140-9.
KOŽUCHOVÁ, M., NEMCOVÁ, J., HRUBA, M. 2018. Školský klub detí z pohľadu vychovávateľov. Bratislava: Univerzita Komenského v Bratislave, 2018. ISBN 978-80-223-4579-8.
KRATOCHVÍLOVÁ, E. 2010. Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a praxi. Trnava: Veda, 2010. ISBN 978-80-8082-330-6.
Národný inštitút vzdelávania a mládeže. (2022). Štátny výchovný program pre školský klub detí. Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky.
Tvorba výchovných programov v školských zariadeniach. 2009. Bratislava: Štátny pedagogický ústav, 2009.
Vyhláška 306/2009 Z.z. Ministerstva školstva Slovenskej republiky z 15. júla 2009 o školskom klube detí, školskom stredisku záujmovej činnosti, centre voľného času, školskom hospodárstve a stredisku odbornej praxe.
Zákon č.245/2008 Z.z. z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 878

A	ABS	B	C	D	E	FX
62,76	0,0	25,28	8,88	1,71	0,68	0,68

Lecturers:

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde244/22	Education in music and motor skills

Educational activities:
Type of activities: seminar
Number of hours:
per week: 1 **per level/semester:** 13
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching: 1 hour per week in the form of a seminar, total 11 hours per semester, combined form (primarily in-person teaching)
Student workload: 11x1 hour of direct teaching (total: 11 hours); 17 hours of continuous preparation for teaching, 10 hours of literature study,22 hours preparation for the final performance. Total 60 hours of student work.
Methods of education: combination of monological methods (instruction) and practical methods
Credits: 2
Recommended semester: 3rd – 4th semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
There will be two written seminar papers of 50 points each during the semester.
To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. Credit shall not be awarded to a student who, in either of the two written examinations score less than 25 points. To complete the course successfully, it is necessary to obtain at least 60% of the points.
The grade is awarded on a scale:
A (100-91 %, excellent – outstanding results),
B (90-81 %, very good – above the average standard),
C (80-73 %, good – generally sound work),
D (72-66 %, satisfactory – fair but with significant shortcomings),
E (65-60 %, sufficient – performance meets the minimum criteria),
Fx (59-0 %, fail – further work required).

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The student masters the basic means of movement expression, acquires adequate audio-motor skills, interprets music by movements, can support all means of musical expression by movement, masters

the methodology of music-movement education, proposes his/her own methodological procedures with activities combining music and movement

Class syllabus:
Course outcomes of subject (content):
Movement, dance, choreography. Audio-motor activities: characteristics, methods, their use in music education. Audio-motor abilities. Supporting musical perception by means of audio-motor activities and by musical-expressive and musical structures means. Movement improvisation.

Recommended literature:
Odporúčaná literatúra:
Baranová, E. (2002). Pohybové činnosti v#hudobno-výchovnom procese a ich vplyv na rozvoj hudobnosti žiakov. PdF UMB, Banská Bystrica.
Derevjaníková, A. (2016). Hudobná výchova. Metodická príručka k vzdelávacej oblasti ŠVP pre predprimárne vzdelávanie v MŠ. ŠPÚ. https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv_zrevidovane_hudobna_vychova_na_zverejnenie.pdf
Dvořáková, H. (2002). Pohybom a hrou rozvíjame osobnosť dieťaťa. Portál. .
Felix, B. (2013). Hudobno-dramatické činnosti na základnej škole. UMB, Banská Bystrica.
Jenčková, E. (2002). Hudba a pohyb ve škole. Tandem.
Kulhánková, E. (2010). Hudobně pohybová výchova. Portál.
Murániová, A. (2008). Výchova tancom. CS Profi – Public.
Payneová, H. (1999). Kreatívny pohyb a tanec. Portál.
Slavíková, P. (2020). Dětská hudební tvořivost v preprimárním vzdelávaní. Karolinum.
Šimoneková, H. (2004). Ľudové tance. AT Publishing.
Šimoneková, H. (2008). Hudobno-pohybová rytmika. AT Publishing.
Štátny vzdelávací program pre predprimárne vzdelávanie v#materských školách. (2022). https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf
Štátny výchovný program pre školský klub detí. (2023). https://www.minedu.sk/data/att/d7f/27128.154ebb.pdf

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 719

A	ABS	B	C	D	E	FX
88,04	0,0	9,32	1,39	0,42	0,0	0,83

Lecturers:

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde244/22	Education in music and motor skills

Educational activities:
Type of activities: seminar
Number of hours:
per week: 1 **per level/semester:** 13
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching: 1 hour per week in the form of a seminar, total 11 hours per semester, combined form (primarily in-person teaching)
Student workload: 11x1 hour of direct teaching (total: 11 hours); 17 hours of continuous preparation for teaching, 10 hours of literature study,22 hours preparation for the final performance. Total 60 hours of student work.
Methods of education: combination of monological methods (instruction) and practical methods
Credits: 2
Recommended semester: 3rd – 4th semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
There will be two written seminar papers of 50 points each during the semester.
To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. Credit shall not be awarded to a student who, in either of the two written examinations score less than 25 points. To complete the course successfully, it is necessary to obtain at least 60% of the points.
The grade is awarded on a scale:
A (100-91 %, excellent – outstanding results),
B (90-81 %, very good – above the average standard),
C (80-73 %, good – generally sound work),
D (72-66 %, satisfactory – fair but with significant shortcomings),
E (65-60 %, sufficient – performance meets the minimum criteria),
Fx (59-0 %, fail – further work required).

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The student masters the basic means of movement expression, acquires adequate audio-motor skills, interprets music by movements, can support all means of musical expression by movement, masters

the methodology of music-movement education, proposes his/her own methodological procedures with activities combining music and movement

Class syllabus:
Course outcomes of subject (content):
Movement, dance, choreography. Audio-motor activities: characteristics, methods, their use in music education. Audio-motor abilities. Supporting musical perception by means of audio-motor activities and by musical-expressive and musical structures means. Movement improvisation.

Recommended literature:
Odporúčaná literatúra:
Baranová, E. (2002). Pohybové činnosti v#hudobno-výchovnom procese a ich vplyv na rozvoj hudobnosti žiakov. PdF UMB, Banská Bystrica.
Derevjaníková, A. (2016). Hudobná výchova. Metodická príručka k vzdelávacej oblasti ŠVP pre predprimárne vzdelávanie v MŠ. ŠPÚ. https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv_zrevidovane_hudobna_vychova_na_zverejnenie.pdf
Dvořáková, H. (2002). Pohybom a hrou rozvíjame osobnosť dieťaťa. Portál. .
Felix, B. (2013). Hudobno-dramatické činnosti na základnej škole. UMB, Banská Bystrica.
Jenčková, E. (2002). Hudba a pohyb ve škole. Tandem.
Kulhánková, E. (2010). Hudobně pohybová výchova. Portál.
Murániová, A. (2008). Výchova tancom. CS Profi – Public.
Payneová, H. (1999). Kreatívny pohyb a tanec. Portál.
Slavíková, P. (2020). Dětská hudební tvořivost v preprimárním vzdelávaní. Karolinum.
Šimoneková, H. (2004). Ľudové tance. AT Publishing.
Šimoneková, H. (2008). Hudobno-pohybová rytmika. AT Publishing.
Štátny vzdelávací program pre predprimárne vzdelávanie v#materských školách. (2022). https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf
Štátny výchovný program pre školský klub detí. (2023). https://www.minedu.sk/data/att/d7f/27128.154ebb.pdf

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 719

A	ABS	B	C	D	E	FX
88,04	0,0	9,32	1,39	0,42	0,0	0,83

Lecturers: Mgr. art. et Mgr. Jarmila Jurášová Šteigerová, PhD., Mgr. art. Stanislava Maggioni, ArtD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde310/22	Educational activities in Nature

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours seminar, total 22 hours per semester, combined form; (primarily full-time)
Student workload:
11x2 hours of direct instruction = 22 hours; 20 hours preparing the student for the first interim assignment-activity proposals; 20 hours preparing the student for the second interim assignment-presentation of the project; 28 hours preparing the student for the final test. Total 90 hours of student work.
Learning methods: lecture and explanation method will be used when taking up new material, new theoretical knowledge; after the lecture of new theoretical knowledge, the method of discussion of the teacher with students on the discussed topics will be used in teaching; the method of independent and group work will be used in the creation of proposals for activities for kindergarten children in the educational process and in the creation and presentation of the project, group work will also be used in the discussion of the topics presented and the presentation of the project, the method of working with the text will be used in the discussion and interaction with the students on the individual topics in the teaching of the theoretical background, where the students will study the necessary literature.

Number of credits: 3

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The weight of the prerequisites for successful completion of the course is 20/20/60. During the semester, the student will prepare and submit a seminar paper (activity proposals) with a maximum of 20 points (minimum 12 points). In addition, the student will present a project during the semester focusing on the design of leisure activities with a maximum of 20 points (min. 12 points). The student takes a final test with a maximum of 60 points (min. 36 points).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required)
A-(excellent), the student has an excellent command of the theoretical knowledge of the content of education for kindergartens and outdoor schools for kindergartens, he/she can apply it to educational activities, he/she can respond promptly during lectures to the questions and tasks of the lecturer, the student is active and proactive during the teaching, he/she can react and ask questions in the solved problem, he/she can present the proposal of educational activities for kindergartens at a high level, the oral and written expression of the student is correct, creative, correct, grammatically correct;
B-(very good), the student has a very good command of the theoretical knowledge of the content of education for kindergartens and outdoor schools for kindergartens, he/she can apply it to educational activities with minor shortcomings, he/she can react well during lectures to the questions and tasks of the teacher, the student is active and initiative and responds to questions on the problem solved, he/she can present a proposal of educational activities for kindergartens very well, the student's oral and written expression is correct, correct, grammatically flawless;
C-(good), the student has a good command of the theoretical knowledge of the content of education for kindergartens and outdoor schools for kindergartens, the student can apply them to educational activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the problem addressed with minor problems, he/she presents at a good level with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors;
D-(satisfactory), the student has a satisfactory knowledge of the theoretical content of education for kindergartens and outdoor schools for kindergartens at a satisfactory level, but with problems can apply them to educational activities, in teaching he is not very active and initiative, takes more the role of a passive observer, can present at a below-average level, the student's oral and written expression has some inaccuracies and also major deficiencies;
E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical content of education for kindergartens and outdoor schools for kindergartens, which is at a below-average level and with difficulty can apply them to educational activities, he/she responds to the teacher's prompts with inaccuracies, the student himself/herself is not active and initiative, does not ask questions on the issue addressed, the student presents at a very poor level, the student's oral and written expression has more serious inaccuracies and shortcomings;
Fx-(failing), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
Play is the most natural form of activity and activity for a child in pre-primary education and the student after
after completing the course Educational activities in nature, the student knows and masters the theoretical knowledge
of the content of education for kindergartens, legislation related to the organization of educational activities
activities of kindergarten and school in nature, organizational procedures and methods in the implementation of activities
and activities of kindergarten and outdoor school. He/she knows the methodology of conducting games, activities and activities. Student

Knows the appropriate methodological tools to be able to design effective, usable and interesting projects of educational activities in kindergarten and school in nature. The student will be able to link theoretical knowledge to practice.
Seminar work - the student alone or in pairs will prepare a seminar work, which will be focused on educational activities, or activities of children in kindergarten. Specified titles of topics for the seminar paper will be communicated to the student at the beginning of the semester. Not only the content of the seminar paper will be evaluated, but also the grammatical and stylistic level of the paper.
Presentation of the project - the student alone or in pairs will develop a project focused on the school in nature, educational activities of the school in nature. The student will present the project during the semester and will be evaluated not only on the content of the project, but also on the grammatical and stylistic level and the level of mastery of the presentation.
Final test - is with rules at the end of the semester and the test will focus on theoretical knowledge and professional terminology of the content of education for kindergartens and outdoor schools for kindergartens. Also, the test will focus on linking the theoretical knowledge to educational activities.

Class syllabus:
Course outcomes of subject (content):
- Characteristics and importance of the outdoor school in kindergarten. Aims and objectives of the nature school. Legislative background. The aim of the topic is to get acquainted with the general characteristics of the school in nature, its aims and tasks. The student is to acquire knowledge about the aims and objectives of the nature school and also about the legislation concerning the nature school of the kindergarten. The student is able to evaluate the contribution of the nature school in pre-primary education.
- Natural and social cognition in outdoor schools (educational areas for the Kindergarten - Man and Nature, Health and Movement). The aim of the topic is to familiarize with the content of natural and socio-social learning related to the preschool outdoor school. The student should acquire the ability to apply these areas to the project of the school in nature and be able to create activities and activities on the given areas in the teaching process in pre-primary education.
- Educational area Health and movement - health and healthy lifestyle, movement and physical fitness, hygiene). The aim of the topic is to become familiar with the content of physical education, sports education related to the school in the nature of pre-primary education. The student should acquire the ability to apply these areas to the project of the school in nature and be able to create activities and activities on these areas in the teaching process of pre-primary education.
- Educational area Man and nature - perception of nature, plants, animals, living and non-living nature). The aim of this topic is to familiarise with the educational area of pre-primary education Man and Nature. The student should acquire the ability to apply activities and activities to the teaching process. He/she is able to compare and evaluate the educational area with other countries with our educational area.
- Leisure activities, pedagogical and didactic activities in nature schools (games, nature trail, animation programs and activities in nature schools). The aim of the topic is to learn about leisure, pedagogical and didactic activities in the nature school of pre-primary education. The student is to acquire knowledge about nature trails, animation programs and characteristics of the Preschool Nature School. The student is able to apply this knowledge to activities and activities for pre-primary education and is also able to implement them and to include them in the design of a nature school project and is also able to implement them.
- Preparing the teacher to work with children in an outdoor school. The aim of the topic is to learn about the preparation of a kindergarten teacher to work with children in a nature school. The student

is to acquire knowledge about the preparation of the teacher in the school in nature. He/she can evaluate the basic principles and the teacher's preparation for the outdoor school.
- Structure of the Outdoor School Project. The theme, aim and objectives of the Schools in Nature project. The aim of the topic is to become familiar with the structure of the school in nature. The student is to acquire the ability to apply and present the outdoor school as a kindergarten outdoor school project proposal. He/she is able to use digital technology in the presentation of the project proposal. He/she can create a project proposal structure, he/she can focus the content and themes of the nature school project proposal of pre-primary education.
Theoretical and methodological part of the project and organizational forms of work of the School in nature - project development. The aim of the topic is to get acquainted with the organizational forms of work in the kindergarten nature school. Also the aim of the topic is the elaboration and presentation of the students' projects of the school in nature. Based on all the acquired knowledge, the student is able to present a proposal for a school in nature.

Recommended literature:

Compulsory/Recommended readings:
JANČAŘÍKOVÁ, K., KAPUCIÁNOVÁ, M., 2013. Činnosti venku a v přírodě v předškolním vzdělávání: Praha, RAABE, 140 s., ISBN 978-80-7496-071-0
BUBELÍNIOVÁ, M., WIEGEROVÁ, A., a HIRSCHNEROVÁ, Z. Premeny Školy v prírode 2. Bratislava: Iuventa, 2002. ISBN 80-88868-76-9.
BUBELÍNIOVÁ, M. Potenciál a limity školy v prírode s dôrazom na environmentálny aspekt. In Komenský, roč. 125, 2001, č. 9/10. ISSN 0323-0449, s. 194-196.
LIPNICKÁ, M. Pedagogika materskej školy. Banská Bystrica: PF UMB, 2009. ISBN 978-8083-848-5.
NEUMAN, J. Dobrodružné hry a cvičení v přírodě. Praha: Portál, 2011. ISBN 978-80-7367-910-1.
Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Dostupné na: https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/svp-materske-skoly/
Vyhláška Ministerstva školstva Slovenskej republiky č. 305/2008 Z. z. o škole v prírode. Ministerstvo školstva SR, 2008. Dostupné na: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/305/
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Ministerstvo školstva SR, 2008. Dostupné na: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/245/
ZOUHAROVÁ, K. Škola v přírode hrou. Praha: Grada, 2012. ISBN: 978-80-247-3998-4.

Languages necessary to complete the course:
Slovak and Czech languages

Notes:

Past grade distribution
Total number of evaluated students: 262

A	ABS	B	C	D	E	FX
85,5	0,0	13,74	0,76	0,0	0,0	0,0

Lecturers: Mgr. Ivan Čavojský, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde310/22	Educational activities in Nature

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours seminar, total 22 hours per semester, combined form; (primarily full-time)
Student workload:
11x2 hours of direct instruction = 22 hours; 20 hours preparing the student for the first interim assignment-activity proposals; 20 hours preparing the student for the second interim assignment-presentation of the project; 28 hours preparing the student for the final test. Total 90 hours of student work.
Learning methods: lecture and explanation method will be used when taking up new material, new theoretical knowledge; after the lecture of new theoretical knowledge, the method of discussion of the teacher with students on the discussed topics will be used in teaching; the method of independent and group work will be used in the creation of proposals for activities for kindergarten children in the educational process and in the creation and presentation of the project, group work will also be used in the discussion of the topics presented and the presentation of the project, the method of working with the text will be used in the discussion and interaction with the students on the individual topics in the teaching of the theoretical background, where the students will study the necessary literature.

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The weight of the prerequisites for successful completion of the course is 20/20/60. During the semester, the student will prepare and submit a seminar paper (activity proposals) with a maximum of 20 points (minimum 12 points). In addition, the student will present a project during the semester focusing on the design of leisure activities with a maximum of 20 points (min. 12 points). The student takes a final test with a maximum of 60 points (min. 36 points).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required)
A-(excellent), the student has an excellent command of the theoretical knowledge of the content of education for kindergartens and outdoor schools for kindergartens, he/she can apply it to educational activities, he/she can respond promptly during lectures to the questions and tasks of the lecturer, the student is active and proactive during the teaching, he/she can react and ask questions in the solved problem, he/she can present the proposal of educational activities for kindergartens at a high level, the oral and written expression of the student is correct, creative, correct, grammatically correct;
B-(very good), the student has a very good command of the theoretical knowledge of the content of education for kindergartens and outdoor schools for kindergartens, he/she can apply it to educational activities with minor shortcomings, he/she can react well during lectures to the questions and tasks of the teacher, the student is active and initiative and responds to questions on the problem solved, he/she can present a proposal of educational activities for kindergartens very well, the student's oral and written expression is correct, correct, grammatically flawless;
C-(good), the student has a good command of the theoretical knowledge of the content of education for kindergartens and outdoor schools for kindergartens, the student can apply them to educational activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the problem addressed with minor problems, he/she presents at a good level with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors;
D-(satisfactory), the student has a satisfactory knowledge of the theoretical content of education for kindergartens and outdoor schools for kindergartens at a satisfactory level, but with problems can apply them to educational activities, in teaching he is not very active and initiative, takes more the role of a passive observer, can present at a below-average level, the student's oral and written expression has some inaccuracies and also major deficiencies;
E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical content of education for kindergartens and outdoor schools for kindergartens, which is at a below-average level and with difficulty can apply them to educational activities, he/she responds to the teacher's prompts with inaccuracies, the student himself/herself is not active and initiative, does not ask questions on the issue addressed, the student presents at a very poor level, the student's oral and written expression has more serious inaccuracies and shortcomings;
Fx-(failing), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
Play is the most natural form of activity and activity for a child in pre-primary education and the student after
after completing the course Educational activities in nature, the student knows and masters the theoretical knowledge
of the content of education for kindergartens, legislation related to the organization of educational activities
activities of kindergarten and school in nature, organizational procedures and methods in the implementation of activities
and activities of kindergarten and outdoor school. He/she knows the methodology of conducting games, activities and activities. Student

Knows the appropriate methodological tools to be able to design effective, usable and interesting projects of educational activities in kindergarten and school in nature. The student will be able to link theoretical knowledge to practice.
Seminar work - the student alone or in pairs will prepare a seminar work, which will be focused on educational activities, or activities of children in kindergarten. Specified titles of topics for the seminar paper will be communicated to the student at the beginning of the semester. Not only the content of the seminar paper will be evaluated, but also the grammatical and stylistic level of the paper.
Presentation of the project - the student alone or in pairs will develop a project focused on the school in nature, educational activities of the school in nature. The student will present the project during the semester and will be evaluated not only on the content of the project, but also on the grammatical and stylistic level and the level of mastery of the presentation.
Final test - is with rules at the end of the semester and the test will focus on theoretical knowledge and professional terminology of the content of education for kindergartens and outdoor schools for kindergartens. Also, the test will focus on linking the theoretical knowledge to educational activities.

Class syllabus:
Course outcomes of subject (content):
- Characteristics and importance of the outdoor school in kindergarten. Aims and objectives of the nature school. Legislative background. The aim of the topic is to get acquainted with the general characteristics of the school in nature, its aims and tasks. The student is to acquire knowledge about the aims and objectives of the nature school and also about the legislation concerning the nature school of the kindergarten. The student is able to evaluate the contribution of the nature school in pre-primary education.
- Natural and social cognition in outdoor schools (educational areas for the Kindergarten - Man and Nature, Health and Movement). The aim of the topic is to familiarize with the content of natural and socio-social learning related to the preschool outdoor school. The student should acquire the ability to apply these areas to the project of the school in nature and be able to create activities and activities on the given areas in the teaching process in pre-primary education.
- Educational area Health and movement - health and healthy lifestyle, movement and physical fitness, hygiene). The aim of the topic is to become familiar with the content of physical education, sports education related to the school in the nature of pre-primary education. The student should acquire the ability to apply these areas to the project of the school in nature and be able to create activities and activities on these areas in the teaching process of pre-primary education.
- Educational area Man and nature - perception of nature, plants, animals, living and non-living nature). The aim of this topic is to familiarise with the educational area of pre-primary education Man and Nature. The student should acquire the ability to apply activities and activities to the teaching process. He/she is able to compare and evaluate the educational area with other countries with our educational area.
- Leisure activities, pedagogical and didactic activities in nature schools (games, nature trail, animation programs and activities in nature schools). The aim of the topic is to learn about leisure, pedagogical and didactic activities in the nature school of pre-primary education. The student is to acquire knowledge about nature trails, animation programs and characteristics of the Preschool Nature School. The student is able to apply this knowledge to activities and activities for pre-primary education and is also able to implement them and to include them in the design of a nature school project and is also able to implement them.
- Preparing the teacher to work with children in an outdoor school. The aim of the topic is to learn about the preparation of a kindergarten teacher to work with children in a nature school. The student

is to acquire knowledge about the preparation of the teacher in the school in nature. He/she can evaluate the basic principles and the teacher's preparation for the outdoor school.
- Structure of the Outdoor School Project. The theme, aim and objectives of the Schools in Nature project. The aim of the topic is to become familiar with the structure of the school in nature. The student is to acquire the ability to apply and present the outdoor school as a kindergarten outdoor school project proposal. He/she is able to use digital technology in the presentation of the project proposal. He/she can create a project proposal structure, he/she can focus the content and themes of the nature school project proposal of pre-primary education.
Theoretical and methodological part of the project and organizational forms of work of the School in nature - project development. The aim of the topic is to get acquainted with the organizational forms of work in the kindergarten nature school. Also the aim of the topic is the elaboration and presentation of the students' projects of the school in nature. Based on all the acquired knowledge, the student is able to present a proposal for a school in nature.

Recommended literature:

Compulsory/Recommended readings:
JANČAŘÍKOVÁ, K., KAPUCIÁNOVÁ, M., 2013. Činnosti venku a v přírodě v předškolním vzdělávání: Praha, RAABE, 140 s., ISBN 978-80-7496-071-0
BUBELÍNIOVÁ, M., WIEGEROVÁ, A., a HIRSCHNEROVÁ, Z. Premeny Školy v prírode 2. Bratislava: Iuventa, 2002. ISBN 80-88868-76-9.
BUBELÍNIOVÁ, M. Potenciál a limity školy v prírode s dôrazom na environmentálny aspekt. In Komenský, roč. 125, 2001, č. 9/10. ISSN 0323-0449, s. 194-196.
LIPNICKÁ, M. Pedagogika materskej školy. Banská Bystrica: PF UMB, 2009. ISBN 978-8083-848-5.
NEUMAN, J. Dobrodružné hry a cvičení v přírodě. Praha: Portál, 2011. ISBN 978-80-7367-910-1.
Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Dostupné na: https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/svp-materske-skoly/
Vyhláška Ministerstva školstva Slovenskej republiky č. 305/2008 Z. z. o škole v prírode. Ministerstvo školstva SR, 2008. Dostupné na: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/305/
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Ministerstvo školstva SR, 2008. Dostupné na: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/245/
ZOUHAROVÁ, K. Škola v přírode hrou. Praha: Grada, 2012. ISBN: 978-80-247-3998-4.

Languages necessary to complete the course:
Slovak and Czech languages

Notes:

Past grade distribution
Total number of evaluated students: 262

A	ABS	B	C	D	E	FX
85,5	0,0	13,74	0,76	0,0	0,0	0,0

Lecturers: Mgr. Ivan Čavojský, PhD., Mgr. Mária Fuchsová, PhD., prof. PaedDr. Marián Merica, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPde142/22	**Course title:** Elementary art
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Type, scope and method of educational activities: Scope, type/method of teaching and organizational form: 5 hours lecture + 5 hours seminar, total 10 hours per semester, combined form; (primarily distance learning) Student workload: 10 hours of direct teaching; 12 hours of student preparation for seminars/self-study; 16 hours of seminar paper preparation; 20 hours of preparation for continuous assessment;; 32 hours of exam preparation. Total 90 hours of student work. Teaching methods: discussion of the presented topic, group problem solving, brainstorming on selected topics, discussion groups. Credits: 3 Recommended semester: 1st – 2nd semester Degree of study/educational level: 1st	
Number of credits: 3	
Recommended semester: 2.	
Educational level: I.	
Prerequisites:	
Course requirements: Course completion requirements: The course is completed by an examination consisting of a written test, a term paper and a debate on a given topic. Interim assignments are also assessed during the semester. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments. The test represents 30%, the midterm assignments 30%, the term paper 20%, the discussion of the term paper 10% of the total course grade.	
Learning outcomes: Learning outcomes/ Objectives and learning outcomes: Learning objectives and outcomes:	

The aim of the course is to develop students' knowledge of the art-historical development of fine arts in relation to cultural and social development from prehistoric times to the present day, using the acquired knowledge for practice.
Upon completion of the course, the student will:
- knows the basics of art-historical development of visual arts and knows how to apply them to the practice of pre-primary and leisure-time art educational activities,
- knows the key features in the stages of visual arts and can apply them to the practice of pre-primary and leisure-time art educational activities,
- can communicate professionally on a selected topic in the field of art history,
- can present his/her opinions on topics related to art history,
- develops his/her communication skills in presenting art projects focused on the history of art and their application to art educational activities.

Class syllabus:

Course outcomes of subject (content):
- Periodization of the history of fine art,
- Prehistoric Art,
- Egypt,
- Ancient Greece,
- Rome,
- Romanesque Art,
- Gothic,
- Renaissance,
- Baroque, Classicism,
- Romanticism - Realism,
- Impressionism,
- Art of the 19th and 20th centuries

Recommended literature:

Compulsory/Recommended readings:
CHÂTELET, A., GROSLIER, B. P. World art history. Painting, sculpture, architecture, applied arts. Larousse, Otto Publishing. 2004. ISBN 2-03-509306-6.
GOMBRICH, E. H. A survey of art. Prague: Odeon. 1992. ISBN 80-207-0416
Recommended reading:
BARTOŠOVÁ, Z. et al. Art in Slovakia. A brief history of paintings. Bratislava: Slovart Publishing House. 2009. ISBN 978-80-8085-435-5
ČÍŽOVÁ, Ž. Číž, Ž. et al. The World of Art. Authors, movements and styles. Bratislava: Ikar, 2002. ISBN 80-551-0397-6
FARTHING, S. Fortuna Art. Prague. Fortuna Libri. 2007. ISBN 978-80-7321-297-1
GRAHAM-DIXON, A. Art. A unique pictorial guide. Bratislava: Ikar, a.s. 2019. ISBN 978-80-551-7046-6
MELVIN, J. Izmy... How to understand architecture. Bratislava: Slovart, 2006. ISBN 80-8085-134-4 MRÁZ, B. Prague: Idea Servis. 2002. ISBN 80-85970-39-2
MRÁZ B. History of Art Culture 2. Prague: Idea Servis. 2008. ISBN 978-80-85970-61-6
MRÁZ B. History of Art Culture 3. Prague: Idea Servis. 2000. ISBN 80-85970-31-7
MRÁZ B. History of Art Culture 4. Prague: Idea Servis. 2011. ISBN 978-80-85970-73-9
PHILLIPS, S. Izmy... How to understand modern and contemporary art. Bratislava.: Slovart. 2013. ISBN 978-80-556-0859-4
PIJOAN, J. Art History I - X. Bratislava: IKAR. 1998, 1999, 2000. ISBN 80-7118-830-1
SEDLÁŘ, J. Ismy. Meridian World Press. Brno. 2014. ISBN 978-0-9685293-5-5

Languages necessary to complete the course:
Slovak language and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 1006

A	ABS	B	C	D	E	FX
67,0	0,0	21,17	7,46	2,49	0,5	1,39

Lecturers:

Last change: 22.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde142/22	Elementary art

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
Scope, type/method of teaching and organizational form:
5 hours lecture + 5 hours seminar, total 10 hours per semester, combined form; (primarily distance learning)
Student workload:
10 hours of direct teaching; 12 hours of student preparation for seminars/self-study; 16 hours of seminar paper preparation; 20 hours of preparation for continuous assessment;; 32 hours of exam preparation. Total 90 hours of student work.
Teaching methods: discussion of the presented topic, group problem solving, brainstorming on selected topics, discussion groups.
Credits: 3
Recommended semester: 1st – 2nd semester
Degree of study/educational level: 1st

Number of credits: 3

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The course is completed by an examination consisting of a written test, a term paper and a debate on a given topic. Interim assignments are also assessed during the semester.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. Credit will not be awarded to a student who fails to complete any of the assigned topics and assignments.
The test represents 30%, the midterm assignments 30%, the term paper 20%, the discussion of the term paper 10% of the total course grade.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
Learning objectives and outcomes:

The aim of the course is to develop students' knowledge of the art-historical development of fine arts in relation to cultural and social development from prehistoric times to the present day, using the acquired knowledge for practice.
Upon completion of the course, the student will:
- knows the basics of art-historical development of visual arts and knows how to apply them to the practice of pre-primary and leisure-time art educational activities,
- knows the key features in the stages of visual arts and can apply them to the practice of pre-primary and leisure-time art educational activities,
- can communicate professionally on a selected topic in the field of art history,
- can present his/her opinions on topics related to art history,
- develops his/her communication skills in presenting art projects focused on the history of art and their application to art educational activities.

Class syllabus:

Course outcomes of subject (content):
- Periodization of the history of fine art,
- Prehistoric Art,
- Egypt,
- Ancient Greece,
- Rome,
- Romanesque Art,
- Gothic,
- Renaissance,
- Baroque, Classicism,
- Romanticism - Realism,
- Impressionism,
- Art of the 19th and 20th centuries

Recommended literature:

Compulsory/Recommended readings:
CHÂTELET, A., GROSLIER, B. P. World art history. Painting, sculpture, architecture, applied arts. Larousse, Otto Publishing. 2004. ISBN 2-03-509306-6.
GOMBRICH, E. H. A survey of art. Prague: Odeon. 1992. ISBN 80-207-0416
Recommended reading:
BARTOŠOVÁ, Z. et al. Art in Slovakia. A brief history of paintings. Bratislava: Slovart Publishing House. 2009. ISBN 978-80-8085-435-5
ČÍŽOVÁ, Ž. Číž, Ž. et al. The World of Art. Authors, movements and styles. Bratislava: Ikar, 2002. ISBN 80-551-0397-6
FARTHING, S. Fortuna Art. Prague. Fortuna Libri. 2007. ISBN 978-80-7321-297-1
GRAHAM-DIXON, A. Art. A unique pictorial guide. Bratislava: Ikar, a.s. 2019. ISBN 978-80-551-7046-6
MELVIN, J. Izmy... How to understand architecture. Bratislava: Slovart, 2006. ISBN 80-8085-134-4 MRÁZ, B. Prague: Idea Servis. 2002. ISBN 80-85970-39-2
MRÁZ B. History of Art Culture 2. Prague: Idea Servis. 2008. ISBN 978-80-85970-61-6
MRÁZ B. History of Art Culture 3. Prague: Idea Servis. 2000. ISBN 80-85970-31-7
MRÁZ B. History of Art Culture 4. Prague: Idea Servis. 2011. ISBN 978-80-85970-73-9
PHILLIPS, S. Izmy... How to understand modern and contemporary art. Bratislava.: Slovart. 2013. ISBN 978-80-556-0859-4
PIJOAN, J. Art History I - X. Bratislava: IKAR. 1998, 1999, 2000. ISBN 80-7118-830-1
SEDLÁŘ, J. Ismy. Meridian World Press. Brno. 2014. ISBN 978-0-9685293-5-5

Languages necessary to complete the course:
Slovak language and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 1006

A	ABS	B	C	D	E	FX
67,0	0,0	21,17	7,46	2,49	0,5	1,39

Lecturers: Mgr. Dominika Weissová, PhD.

Last change: 22.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde022/22	Elementary communication literacy

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities: 2 PS per week (lecture + seminar). Educational activities are mainly carried out in a full-time form, but also in a distance or combined form.
Scope (number of hours): 11x2 hours of direct teaching = 22 hours; 58 hours of preparation for intermediate assignments; 40 hours of preparation for final assessment. Total 120 hours of student work.
Methods of educational activities: explanatory and illustrative methods (explanation, lecture); dialogical methods (discussion of the topic, dialogue, consultation); analogical imitation; picture narration; clarification of the meaning of words; brainstorming; demonstration methods, written work method, application methods.

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The course consists of an interim and a final assessment. The interim assessment consists of three sub-assignments. The student is asked to independently produce an actualisation, an activity and an extract from a professional text. The final assessment is a written test. The successful completion of the course is subject to obtaining a minimum of 60 points out of the maximum possible marks for the course.
Midterm/final assessment weighting: 40 points/60 points.
Specification of the conditions for completion of the course:
- UPDATE (20 points): the title and content of the update corresponds to current events in the field of education and training (e.g. the Wise Play project for kindergartens, the amendment of the Education Act, funding for the purchase of books and textbooks, the Teaching at a Distance website, etc.).
- ACTIVITY (10 points): the student chooses and describes 1 activity (game, exercise) aimed at developing the child's communicative competence.
- EXCERPT FROM A BOOK TEXT (10 points): the student will write an extract from a book chapter, a scanned version of which can be found in the Moodle folder.
- TEST (max. 60 points): the content of the exam (test) is the individual lectures from the course Communication Literacy Basics.

A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60 % of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding results): the student has a systematic, coherent and comprehensive body of knowledge in the field of communicative literacy, can respond promptly and spontaneously during lectures to the teacher's prompts, the student is self-initiative and asks questions in the context of the topic being addressed. The student participates to some extent in the design of the teaching, bringing in his/her own experiences and insights from practice. He/she has prepared the sub-assignments at an excellent level and is able to present them concisely in written and oral form.
B (90-81%, very good - above average standard): the student masters the patterns and principles of communicative literacy with minor deficiencies, has acquired key competences, can respond promptly to the teacher's prompts during lectures, the student is self-initiated and asks questions in the context of the subject matter. The level of elaboration of his/her sub-assignments is at a very good level, with minor deficiencies.
C (80-73%, good - normal reliable work): the student knows the laws and principles of communicative literacy at an average, i.e. good level, has acquired key competences, can respond during lectures to the teacher's prompts. The student can reliably and creatively apply the acquired knowledge to didactic practice.
D (72-66%, satisfactory - acceptable results): the student has a satisfactory level of mastery of the material. Although he/she has some minor gaps in theory, he/she cannot reliably apply it to practical experiences. He/she is not active during the teaching, does not bring new ideas, takes the role of a passive observer. Memorization rather than critical thinking prevails in the student.
E (65-60%, sufficient - results meet minimum criteria): the student has only minimal knowledge of the patterns and principles of basic communicative literacy. The student does not take initiative and ask questions on his/her own in the context of the issue being addressed. He/she is not able to apply his/her theoretical knowledge in practical terms, he/she does not have recommendations for the right solution options. Cannot formulate basic information about the problem and its solution.
Fx (59-0%, Insufficient - extra work required): if the student has registered for the exam date, has not checked out and has not appeared for the exam, the student is required to apologize via university email to the appropriate instructor no later than three business days after the exam date. If the student fails to do so, or if the tutor fails to acknowledge his/her apology, the student will be marked with a grade of FX for that examination date.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
By completing the course, the student should understand the basic theoretical foundations of communication, communicative literacy, with specific attention to the issue of communicative, respectively linguistic and literary literacy of preschool children. By acquiring the elementary knowledge and skills, the student should be able to design and implement educational activities in such a way that communicative competences are developed in children of the pre-primary stage of education. The student will acquire communicative and social-interaction competences, i.e. the skills necessary for working and social life, which will enable them in specific situations to express themselves adequately orally and in writing, to process and use written materials, to illustrate, explain and solve problem tasks and situations of a complex nature, to read, understand and use text. The student is able to apply the acquired knowledge and skills in practice, to design, organise, implement activities, evaluate his/her own work and the work of children. He/she has the prerequisites for further professional, professional and personal development, innovation of work and deepening of knowledge and skills. He/she is open to new trends and methods in the profession.

The student will acquire and develop his/her professional and communicative competences also through digital technologies, which will be part of the teaching process and the creation of sub-tasks.

Class syllabus:

Course outcomes of subject (content):

The student - future teacher of pre-primary education is subject to the teacher competence profile, which is generally valid for teachers in Slovakia. In this concept of teacher competences we can develop his/her qualification competence through the following set of theses:

- Literacy. Key concepts: acculturation, socialization, cultural literacy. Changes in the perception of the concept of literacy. Definitions of literacy, IRA, Circles of defining literacy. Basic literacy, triad, functional literacy, non-functional literacy.
- National curriculum for pre-primary education in kindergartens from the perspective of literacy. Communicative literacy in the comprehensive understanding of different literacies. Communication, communicator, communicant, communiqué, communication channel. Linguistic competence and communicative competence. The student acquires communicative competences as "building blocks" that constitute global social competence. These basic competences can take three forms: conveying stimuli ("expressivity"), receiving stimuli ("sensitivity") and regulating or controlling communicative processes.
- Characteristics of the preschool period in terms of communicative literacy. General characteristics of the preschool child. Drawing, play, fairy tales.
- Development of verbal skills. Development of communicative competence. State educational program for pre-primary education - analysis from the point of view of language and communicative literacy - Educational area Language and communication. The student is able to apply the elements of verbal communication, as opposed to non-verbal communication, which is much richer and involves processes that constitute the so-called "social life of the individual". Through social expressiveness, the student acquires social competence, which also contributes to attracting and retaining the attention of other people in a social relationship.
- Characteristics of the early school age in terms of communicative literacy. School maturity/readiness/competence. Development of visual perception. Development of phonological perception. Development of linguistic competence. Mastery of print and written language. Development of reading, reading literacy (stages). Writing literacy (stages). National curriculum for primary education - analysis in terms of language and communication literacy - educational area Language and communication.
- Development of communicative competences of the preschool child. Verbal communication (active listening and speaking, graphic language) and non-verbal communication (haptics, mimicry, proxemics, gestures, posturing, kinetics).
- Pre-literacy, naturally emergent literacy. Linguistic literacy (speech, language and communication), linguistic competences (listening, speaking, reading and writing). Language (phonological, lexical, morphological, syntactic, stylistic) and speech. A model of the development of preliteracy A. Van Kleeck.
- Literacy (reading literacy), literacy development. SEP for pre-primary and SEP primary education
- educational area Language and communication from the point of view of language and communication competences (work with text SEP).
- Stimulating the development of children's speech (pre-school and early school age). Stimulating children's speech development (family, kindergarten, primary school). Developmental specifics and factors influencing the preschool child's learning process in the acquisition of speech. Recommendations on how to develop the language literacy of a child of early school age child.
- Selected methods of children's speech development. Verbal methods of children's speech development (narration, conversation, etc.). Dramatic games in children's speech development

(dramatic play, speech development through dramatic play). Other methods supporting the development of communicative competences.
- Pedagogical diagnosis of communicative competences of preschool children. Detecting, identifying, characterizing and evaluating the level of children's communicative competences. The student will be able to observe children in the context of verbal and non-verbal communication in learning, problem solving and behaviour in a children's group.

Recommended literature:

Odporúčaná literatúra:

BEJDÁKOVÁ, S. a kol. 2018. Školní zralosť a komunikácia. Praha : Dr. Jozef Raabe.
FINDRA, J. 2013. Jazyková komunikácia a kultúra vyjadrovania. Martin : Osveta, 2013.
MIKULÁŠTÍK, M. 2003. Komunikační dovednosti v praxi. Praha : Grada.
PRŮCHA, J. 2011. Dětská řeč a komunikace. Poznatky vývojové psycholingvistiky. Praha : Grada. VALÁŠKOVÁ, M., PETROVÁ, Z. 2007. Jazyková a literárna gramotnosť v materskej škole: teoretické súvislosti a možnosti jej rozvíjania. Bratislava : Renesans.
Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. 2016. Bratislava :
Štátny pedagogický ústav.

Languages necessary to complete the course:

Slovak language and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 949

A	ABS	B	C	D	E	FX
58,38	0,0	25,92	10,75	3,37	0,63	0,95

Lecturers: PaedDr. Lenka Kaščáková, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde022/22	Elementary communication literacy

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities: 2 PS per week (lecture + seminar). Educational activities are mainly carried out in a full-time form, but also in a distance or combined form.
Scope (number of hours): 11x2 hours of direct teaching = 22 hours; 58 hours of preparation for intermediate assignments; 40 hours of preparation for final assessment. Total 120 hours of student work.
Methods of educational activities: explanatory and illustrative methods (explanation, lecture); dialogical methods (discussion of the topic, dialogue, consultation); analogical imitation; picture narration; clarification of the meaning of words; brainstorming; demonstration methods, written work method, application methods.

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The course consists of an interim and a final assessment. The interim assessment consists of three sub-assignments. The student is asked to independently produce an actualisation, an activity and an extract from a professional text. The final assessment is a written test. The successful completion of the course is subject to obtaining a minimum of 60 points out of the maximum possible marks for the course.
Midterm/final assessment weighting: 40 points/60 points.
Specification of the conditions for completion of the course:
- UPDATE (20 points): the title and content of the update corresponds to current events in the field of education and training (e.g. the Wise Play project for kindergartens, the amendment of the Education Act, funding for the purchase of books and textbooks, the Teaching at a Distance website, etc.).
- ACTIVITY (10 points): the student chooses and describes 1 activity (game, exercise) aimed at developing the child's communicative competence.
- EXCERPT FROM A BOOK TEXT (10 points): the student will write an extract from a book chapter, a scanned version of which can be found in the Moodle folder.
- TEST (max. 60 points): the content of the exam (test) is the individual lectures from the course Communication Literacy Basics.

A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60 % of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding results): the student has a systematic, coherent and comprehensive body of knowledge in the field of communicative literacy, can respond promptly and spontaneously during lectures to the teacher's prompts, the student is self-initiative and asks questions in the context of the topic being addressed. The student participates to some extent in the design of the teaching, bringing in his/her own experiences and insights from practice. He/she has prepared the sub-assignments at an excellent level and is able to present them concisely in written and oral form.
B (90-81%, very good - above average standard): the student masters the patterns and principles of communicative literacy with minor deficiencies, has acquired key competences, can respond promptly to the teacher's prompts during lectures, the student is self-initiated and asks questions in the context of the subject matter. The level of elaboration of his/her sub-assignments is at a very good level, with minor deficiencies.
C (80-73%, good - normal reliable work): the student knows the laws and principles of communicative literacy at an average, i.e. good level, has acquired key competences, can respond during lectures to the teacher's prompts. The student can reliably and creatively apply the acquired knowledge to didactic practice.
D (72-66%, satisfactory - acceptable results): the student has a satisfactory level of mastery of the material. Although he/she has some minor gaps in theory, he/she cannot reliably apply it to practical experiences. He/she is not active during the teaching, does not bring new ideas, takes the role of a passive observer. Memorization rather than critical thinking prevails in the student.
E (65-60%, sufficient - results meet minimum criteria): the student has only minimal knowledge of the patterns and principles of basic communicative literacy. The student does not take initiative and ask questions on his/her own in the context of the issue being addressed. He/she is not able to apply his/her theoretical knowledge in practical terms, he/she does not have recommendations for the right solution options. Cannot formulate basic information about the problem and its solution.
Fx (59-0%, Insufficient - extra work required): if the student has registered for the exam date, has not checked out and has not appeared for the exam, the student is required to apologize via university email to the appropriate instructor no later than three business days after the exam date. If the student fails to do so, or if the tutor fails to acknowledge his/her apology, the student will be marked with a grade of FX for that examination date.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
By completing the course, the student should understand the basic theoretical foundations of communication, communicative literacy, with specific attention to the issue of communicative, respectively linguistic and literary literacy of preschool children. By acquiring the elementary knowledge and skills, the student should be able to design and implement educational activities in such a way that communicative competences are developed in children of the pre-primary stage of education. The student will acquire communicative and social-interaction competences, i.e. the skills necessary for working and social life, which will enable them in specific situations to express themselves adequately orally and in writing, to process and use written materials, to illustrate, explain and solve problem tasks and situations of a complex nature, to read, understand and use text. The student is able to apply the acquired knowledge and skills in practice, to design, organise, implement activities, evaluate his/her own work and the work of children. He/she has the prerequisites for further professional, professional and personal development, innovation of work and deepening of knowledge and skills. He/she is open to new trends and methods in the profession.

The student will acquire and develop his/her professional and communicative competences also through digital technologies, which will be part of the teaching process and the creation of sub-tasks.

Class syllabus:

Course outcomes of subject (content):

The student - future teacher of pre-primary education is subject to the teacher competence profile, which is generally valid for teachers in Slovakia. In this concept of teacher competences we can develop his/her qualification competence through the following set of theses:

- Literacy. Key concepts: acculturation, socialization, cultural literacy. Changes in the perception of the concept of literacy. Definitions of literacy, IRA, Circles of defining literacy. Basic literacy, triad, functional literacy, non-functional literacy.
- National curriculum for pre-primary education in kindergartens from the perspective of literacy. Communicative literacy in the comprehensive understanding of different literacies. Communication, communicator, communicant, communiqué, communication channel. Linguistic competence and communicative competence. The student acquires communicative competences as "building blocks" that constitute global social competence. These basic competences can take three forms: conveying stimuli ("expressivity"), receiving stimuli ("sensitivity") and regulating or controlling communicative processes.
- Characteristics of the preschool period in terms of communicative literacy. General characteristics of the preschool child. Drawing, play, fairy tales.
- Development of verbal skills. Development of communicative competence. State educational program for pre-primary education - analysis from the point of view of language and communicative literacy - Educational area Language and communication. The student is able to apply the elements of verbal communication, as opposed to non-verbal communication, which is much richer and involves processes that constitute the so-called "social life of the individual". Through social expressiveness, the student acquires social competence, which also contributes to attracting and retaining the attention of other people in a social relationship.
- Characteristics of the early school age in terms of communicative literacy. School maturity/readiness/competence. Development of visual perception. Development of phonological perception. Development of linguistic competence. Mastery of print and written language. Development of reading, reading literacy (stages). Writing literacy (stages). National curriculum for primary education - analysis in terms of language and communication literacy - educational area Language and communication.
- Development of communicative competences of the preschool child. Verbal communication (active listening and speaking, graphic language) and non-verbal communication (haptics, mimicry, proxemics, gestures, posturing, kinetics).
- Pre-literacy, naturally emergent literacy. Linguistic literacy (speech, language and communication), linguistic competences (listening, speaking, reading and writing). Language (phonological, lexical, morphological, syntactic, stylistic) and speech. A model of the development of preliteracy A. Van Kleeck.
- Literacy (reading literacy), literacy development. SEP for pre-primary and SEP primary education
- educational area Language and communication from the point of view of language and communication competences (work with text SEP).
- Stimulating the development of children's speech (pre-school and early school age). Stimulating children's speech development (family, kindergarten, primary school). Developmental specifics and factors influencing the preschool child's learning process in the acquisition of speech. Recommendations on how to develop the language literacy of a child of early school age child.
- Selected methods of children's speech development. Verbal methods of children's speech development (narration, conversation, etc.). Dramatic games in children's speech development

(dramatic play, speech development through dramatic play). Other methods supporting the development of communicative competences.
- Pedagogical diagnosis of communicative competences of preschool children. Detecting, identifying, characterizing and evaluating the level of children's communicative competences. The student will be able to observe children in the context of verbal and non-verbal communication in learning, problem solving and behaviour in a children's group.

Recommended literature:

Odporúčaná literatúra:

BEJDÁKOVÁ, S. a kol. 2018. Školní zralosť a komunikácia. Praha : Dr. Jozef Raabe.
FINDRA, J. 2013. Jazyková komunikácia a kultúra vyjadrovania. Martin : Osveta, 2013.
MIKULÁŠTÍK, M. 2003. Komunikační dovednosti v praxi. Praha : Grada.
PRŮCHA, J. 2011. Dětská řeč a komunikace. Poznatky vývojové psycholingvistiky. Praha : Grada. VALÁŠKOVÁ, M., PETROVÁ, Z. 2007. Jazyková a literárna gramotnosť v materskej škole: teoretické súvislosti a možnosti jej rozvíjania. Bratislava : Renesans.
Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. 2016. Bratislava :
Štátny pedagogický ústav.

Languages necessary to complete the course:

Slovak language and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 949

A	ABS	B	C	D	E	FX
58,38	0,0	25,92	10,75	3,37	0,63	0,95

Lecturers: PaedDr. Lenka Kaščáková, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde122/22	Elementary language culture

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities: type, scope and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week: lecture + seminar, total 22 hours per semester, combined form (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 27 hours of preparation for the midterm test;
7 hours of preparation for the paper; 34 hours of preparation for the final test. Total 90 hours of student work.
Teaching methods:
Problem-based learning, discussion of the topic, problem solving, practical problem solving, work with text, small group work, e-learning

Number of credits: 3

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The student will be evaluated during the semester in the form of: - a midterm test after the 5th topic (40 points), - a paper (10 points).
In the exam period, he/she will be evaluated in the form of a final test (50 points).
The tests will assess the degree of acquisition of theoretical knowledge and practical skills in the field of language culture.
A minimum of 91 points is required for a final grade A, 81 points for a grade B, 73 points for a grade C, at least 66 points for a grade D and at least 60 points out of the total number of points for a grade E. A student who scores less than 25 points on the continuous assessment will not be admitted to the examination. To pass the course, a score of at least 60 % is required.
The grade is awarded on a scale:
A (100 - 91 %, excellent - outstanding results), the student has an excellent knowledge of the contemporary theory of language culture; he/she is able to apply the acquired knowledge in the field of orthoepy, orthography and knowledge concerning selected phenomena in spelling, morphology, syntax and vocabulary in practice, especially in the production of his/her own linguistic expression. He has the competence to solve individual tasks and assignments at an excellent level. Possesses excellent ability to gather and interpret data relating to the norm and linguistic practice. Can

communicate information, problems and solutions (through a paper/presentation) to professionals and lay people (e.g. in relation to the teacher and classmates) in an excellent manner. Has well-developed skills for learning.
B (90-81 %, very good - above average standard), the student has a very good knowledge of contemporary linguistic culture theory and can apply the acquired knowledge of orthoepy, orthography and selected phenomena in spelling, morphology, syntax and vocabulary very well in practice, especially in the production of his/her own linguistic expression. He has the competence to solve individual tasks and assignments at a very good level. Has a very good ability to collect and interpret data relating to the norm and language practice. Can communicate information, problems and solutions very well (through a report/presentation) in relation to professionals and lay people (e.g. in relation to the teacher and fellow students). Has very well developed skills for learning.
C (80 - 73 %, good - normal reliable work), the student has a good knowledge of the current theory of language culture and can apply the acquired knowledge in the field of orthoepy, orthography and knowledge related to selected phenomena in spelling, morphology, syntax and vocabulary well in practice, especially in the production of his/her own language expression. He has the competence to solve individual tasks and assignments reliably. Has a good ability to gather and interpret data relating to the norm and language practice. Can reliably communicate information, problems and solutions (through a report/presentation) to professionals and lay people (e.g. in relation to the teacher and classmates). Has well-developed skills for learning.
D (72-66 %, satisfactory - acceptable results), the student has a satisfactory knowledge of contemporary linguistic theory and can apply the knowledge acquired in the areas of orthoepy, orthography and knowledge relating to selected phenomena in spelling, morphology, syntax and vocabulary in practice, especially in the production of his/her own language expression, at an acceptable level. Has the competence to solve individual tasks and assignments satisfactorily. The ability to collect and interpret data relating to the standard and language practice is at a satisfactory level. Can communicate information, problems and solutions (through a report/presentation) to professionals and lay people (e.g. in relation to the teacher and classmates) in an acceptable manner. Has satisfactorily developed skills for learning.
E (65-60%, satisfactory - performance meets minimum criteria), the student has minimal knowledge of contemporary linguistic theory. He/she is able to apply the acquired knowledge of orthoepy, orthography and knowledge of selected phenomena in spelling, morphology, syntax and vocabulary sufficiently in practice, especially in the production of his/her own linguistic expression. He solves individual tasks and assignments at a low level. Has minimal ability to gather and interpret data relating to the norm and language practice. Can sufficiently communicate information, problems and solutions in the field of language culture (through a report/presentation) to professionals and lay people (e.g. in relation to the teacher and classmates). Learning skills have been developed to a minimal level.
Fx (59 - 0%, insufficient - extra work required), the student has insufficient knowledge of contemporary linguistic culture theory. He/she can apply the acquired knowledge of orthoepy, orthography, and knowledge related to selected phenomena in spelling, morphology, syntax, and vocabulary insufficiently in practice. Insufficiently solves individual tasks and assignments. Has insufficient ability to collect and interpret data relating to the norm and language practice. Can inadequately communicate information, problems and solutions (through a report/presentation) to professionals and lay people (e.g. in relation to the teacher and classmates). Has underdeveloped skills for learning.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:

The student will be familiar with selected aspects of contemporary theory of language culture and speech culture, will acquire cross-cutting knowledge in the field of orthoepy and orthography and knowledge related to current problematic phenomena within the individual planes of language and will be able to functionally apply them in practice. The individual phenomena will be perceived in a broader linguistic and social context. They will learn how to actively obtain information on norms and linguistic culture from the website of the Ľudovít Štúr Institute of Linguistics (especially from the archive of the journal Kultura slova, by using the online version of the currently valid codification manuals and by using the dictionary portal) and implement it in educational activities in kindergarten, in the school children's club and in the leisure centre. The student will acquire the attitude of an active and creative language user and will learn how to evaluate the use of language resources correctly in relation to the communicative environment and the mode of communication, with a focus on preschool and younger school-age children. He/she will understand the nature and importance of pre-school, school and out-of-school language education and, as a language role model, will be able to naturally activate and develop a positive attitude towards language and, in particular, towards written Slovak. In problem solving tasks, the student will develop analytical and synthetic skills as well as the ability to critically assess the appropriateness and adequacy of the information obtained in the production of his/her own written or oral language expression and in improving the communicative competence of pupils in pre-school, school and out-of-school environments. The student is able to communicate the acquired information to professionals and laypersons.

Class syllabus:

Course outcomes of subject (content):

- Teacher and language culture. Basic concepts and terms: contemporary written language, stability and dynamism of written language, language culture and language culture.

The student will acquire the theoretical background in the field of language culture, will understand the basic concepts and terms in the field of written language, language culture and speech culture with a focus on its use in teaching practice. The student will be able to define language culture from several perspectives, dominated by the language culture of the school and the view of the teacher as a language and speech model. The student will become familiar with the basic factors that influence language culture and the role of the teacher in language education.

- Users of written Slovak. Language patterns. Language education in and out of school.

The student will acquire and be able to interpret the theoretical basis of the conditions for the definition of the concept and term user of written Slovak. The student will be able to explain the ways of acquiring and using the national or written language with a focus on (pre)school and out-of-school language education. The student will be able to compare and critically evaluate the systemolinguistic and sociolinguistic approach to the language user and his/her linguistic expressions. Become aware of the status of the teacher (teacher educator, teaching assistant) as a linguistic role model and the consequent need to build an active and creative relationship with language.

- Norm, anxiety, codification.

The student will be able to define a linguistic norm and its relationship to language practice. The student will be able to identify linguistic error in terms of the different linguistic planes. The student will be familiar with and be able to make practical use of the codification manuals of the Slovak language in book and electronic form available on the website of the Ľudovít Štúr Institute of Linguistics.

- The question of the protection of the Slovak language.

The student will become familiar with the issue of protection of the written language, which is reflected in the State Language Act. The student will become familiar with the concept of care for the state language in the application plane with a focus on education and schooling. The student

will be familiar with and be able to critically evaluate the purist and functionalist approach to the protection of the written language and the related foreign language influences.
- The specifics of oral and written linguistic expressions.
The student will be able to distinguish the specifics of oral and written expressions in terms of the application of linguistic culture. The student will be aware of the different use of resources from different linguistic planes in oral and written speech and will be able to apply them in his/her own linguistic and speech utterances.
- Intermediate test. Problematic phenomena of the sound plane. Normative and non-normative phonetic changes of vowels. Selected problematic phenomena in orthoepy.
The student will become familiar with selected problematic phenomena of the sound plane, focusing on the pronunciation of soft and hard consonants, on the vowel changes inside and at the end of the word. The student will learn the essence of the rhythmic law and will be able to apply it correctly in the production of his/her own speeches. Practise using selected orthographic rules.
- Problematic phenomena of the lexical plane. Vocabulary differentiation. Spoken and unspoken lexis.
The student becomes familiar with selected problematic phenomena of the lexical plane. On the basis of vocabulary differentiation, the student will become aware of the different use of written and unwritten lexical means in official and unofficial speech and language and will be able to use them appropriately in specific speeches.
- Non-linguistic influences. Adoption of expressions. Anglicisms and Bohemianisms.
The student will become familiar with the process of adopting and adapting foreign language elements. The student will acquire a critical attitude in the use of foreign lexical resources and will be able to assess their appropriateness in the preparation and evaluation of linguistic and speech expressions in terms of the communicative situation and linguistic correctness. The student will become familiar with the most frequent and established bohemianisms in the Slovak language and will be able to critically assess their occurrence in linguistic and speech expressions from the perspective of systemic linguistics and sociolinguistics.
- Problematic phenomena of the morphological level.
The student will get acquainted with selected problematic phenomena of the morphological plane, especially in connection with inflectional types (woman, idea, kuli, etc.), variant suffixes and variant prepositions on the axis of spelling - unspelling from the point of view of systemic linguistics and sociolinguistics, and will be able to apply them correctly in linguistic practice.
- Problematic phenomena of the syntactic plane. Defective syntactic constructions.
The student will get acquainted with selected problematic phenomena of the syntactic plane with a focus on defective syntactic constructions (anacoluth, zeugma, contamination of conjunctions). The student will be able to identify and correct the most frequent syntactic linguistic errors.
- Selected problematic phenomena in orthography.
The student will consolidate the correct use of selected orthographic phenomena, focusing on the writing of i/y in words of domestic and foreign origin with links to the morphological plane and word formation, as well as selected orthographic phenomena related to the writing of upper and lower case letters. The student will be able to implement the acquired theoretical knowledge and orthographic skills in educational activities in pre-school and younger school-age children's institutions.

Recommended literature:

Compulsory/Recommended readings:
Required reading:
KAČALA, Ján. 2021. 1st ed. Martin : Publishing House of the Slovak Matrix, 2021. 142 s. ISBN 978-80-8115-310-5.
Kultura slova. Ed. S. Mislovičová. Bratislava : JÚĽŠ in Bratislava.

Recommended reading:
DOLNÍK, Juraj. 2000. Teacher and language culture. 1st ed. Banská Bystrica : Metodické centrum, 2000. 51 p. ISBN: 80-8041-308-8.
Slovak spelling rules. Ed. M. Považaj. Bratislava : 2013. 592 p. ISBN 978-80-224-1331-2.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 919

A	ABS	B	C	D	E	FX
36,34	0,0	35,58	18,06	6,53	2,94	0,54

Lecturers: Mgr. Monika Turočeková, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde122/22	Elementary language culture

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities: type, scope and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week: lecture + seminar, total 22 hours per semester, combined form (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 27 hours of preparation for the midterm test;
7 hours of preparation for the paper; 34 hours of preparation for the final test. Total 90 hours of student work.
Teaching methods:
Problem-based learning, discussion of the topic, problem solving, practical problem solving, work with text, small group work, e-learning

Number of credits: 3

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The student will be evaluated during the semester in the form of: - a midterm test after the 5th topic (40 points), - a paper (10 points).
In the exam period, he/she will be evaluated in the form of a final test (50 points).
The tests will assess the degree of acquisition of theoretical knowledge and practical skills in the field of language culture.
A minimum of 91 points is required for a final grade A, 81 points for a grade B, 73 points for a grade C, at least 66 points for a grade D and at least 60 points out of the total number of points for a grade E. A student who scores less than 25 points on the continuous assessment will not be admitted to the examination. To pass the course, a score of at least 60 % is required.
The grade is awarded on a scale:
A (100 - 91 %, excellent - outstanding results), the student has an excellent knowledge of the contemporary theory of language culture; he/she is able to apply the acquired knowledge in the field of orthoepy, orthography and knowledge concerning selected phenomena in spelling, morphology, syntax and vocabulary in practice, especially in the production of his/her own linguistic expression. He has the competence to solve individual tasks and assignments at an excellent level. Possesses excellent ability to gather and interpret data relating to the norm and linguistic practice. Can

communicate information, problems and solutions (through a paper/presentation) to professionals and lay people (e.g. in relation to the teacher and classmates) in an excellent manner. Has well-developed skills for learning.
B (90-81 %, very good - above average standard), the student has a very good knowledge of contemporary linguistic culture theory and can apply the acquired knowledge of orthoepy, orthography and selected phenomena in spelling, morphology, syntax and vocabulary very well in practice, especially in the production of his/her own linguistic expression. He has the competence to solve individual tasks and assignments at a very good level. Has a very good ability to collect and interpret data relating to the norm and language practice. Can communicate information, problems and solutions very well (through a report/presentation) in relation to professionals and lay people (e.g. in relation to the teacher and fellow students). Has very well developed skills for learning.
C (80 - 73 %, good - normal reliable work), the student has a good knowledge of the current theory of language culture and can apply the acquired knowledge in the field of orthoepy, orthography and knowledge related to selected phenomena in spelling, morphology, syntax and vocabulary well in practice, especially in the production of his/her own language expression. He has the competence to solve individual tasks and assignments reliably. Has a good ability to gather and interpret data relating to the norm and language practice. Can reliably communicate information, problems and solutions (through a report/presentation) to professionals and lay people (e.g. in relation to the teacher and classmates). Has well-developed skills for learning.
D (72-66 %, satisfactory - acceptable results), the student has a satisfactory knowledge of contemporary linguistic theory and can apply the knowledge acquired in the areas of orthoepy, orthography and knowledge relating to selected phenomena in spelling, morphology, syntax and vocabulary in practice, especially in the production of his/her own language expression, at an acceptable level. Has the competence to solve individual tasks and assignments satisfactorily. The ability to collect and interpret data relating to the standard and language practice is at a satisfactory level. Can communicate information, problems and solutions (through a report/presentation) to professionals and lay people (e.g. in relation to the teacher and classmates) in an acceptable manner. Has satisfactorily developed skills for learning.
E (65-60%, satisfactory - performance meets minimum criteria), the student has minimal knowledge of contemporary linguistic theory. He/she is able to apply the acquired knowledge of orthoepy, orthography and knowledge of selected phenomena in spelling, morphology, syntax and vocabulary sufficiently in practice, especially in the production of his/her own linguistic expression. He solves individual tasks and assignments at a low level. Has minimal ability to gather and interpret data relating to the norm and language practice. Can sufficiently communicate information, problems and solutions in the field of language culture (through a report/presentation) to professionals and lay people (e.g. in relation to the teacher and classmates). Learning skills have been developed to a minimal level.
Fx (59 - 0%, insufficient - extra work required), the student has insufficient knowledge of contemporary linguistic culture theory. He/she can apply the acquired knowledge of orthoepy, orthography, and knowledge related to selected phenomena in spelling, morphology, syntax, and vocabulary insufficiently in practice. Insufficiently solves individual tasks and assignments. Has insufficient ability to collect and interpret data relating to the norm and language practice. Can inadequately communicate information, problems and solutions (through a report/presentation) to professionals and lay people (e.g. in relation to the teacher and classmates). Has underdeveloped skills for learning.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:

The student will be familiar with selected aspects of contemporary theory of language culture and speech culture, will acquire cross-cutting knowledge in the field of orthoepy and orthography and knowledge related to current problematic phenomena within the individual planes of language and will be able to functionally apply them in practice. The individual phenomena will be perceived in a broader linguistic and social context. They will learn how to actively obtain information on norms and linguistic culture from the website of the Ľudovít Štúr Institute of Linguistics (especially from the archive of the journal Kultura slova, by using the online version of the currently valid codification manuals and by using the dictionary portal) and implement it in educational activities in kindergarten, in the school children's club and in the leisure centre. The student will acquire the attitude of an active and creative language user and will learn how to evaluate the use of language resources correctly in relation to the communicative environment and the mode of communication, with a focus on preschool and younger school-age children. He/she will understand the nature and importance of pre-school, school and out-of-school language education and, as a language role model, will be able to naturally activate and develop a positive attitude towards language and, in particular, towards written Slovak. In problem solving tasks, the student will develop analytical and synthetic skills as well as the ability to critically assess the appropriateness and adequacy of the information obtained in the production of his/her own written or oral language expression and in improving the communicative competence of pupils in pre-school, school and out-of-school environments. The student is able to communicate the acquired information to professionals and laypersons.

Class syllabus:

Course outcomes of subject (content):

- Teacher and language culture. Basic concepts and terms: contemporary written language, stability and dynamism of written language, language culture and language culture.

The student will acquire the theoretical background in the field of language culture, will understand the basic concepts and terms in the field of written language, language culture and speech culture with a focus on its use in teaching practice. The student will be able to define language culture from several perspectives, dominated by the language culture of the school and the view of the teacher as a language and speech model. The student will become familiar with the basic factors that influence language culture and the role of the teacher in language education.

- Users of written Slovak. Language patterns. Language education in and out of school.

The student will acquire and be able to interpret the theoretical basis of the conditions for the definition of the concept and term user of written Slovak. The student will be able to explain the ways of acquiring and using the national or written language with a focus on (pre)school and out-of-school language education. The student will be able to compare and critically evaluate the systemolinguistic and sociolinguistic approach to the language user and his/her linguistic expressions. Become aware of the status of the teacher (teacher educator, teaching assistant) as a linguistic role model and the consequent need to build an active and creative relationship with language.

- Norm, anxiety, codification.

The student will be able to define a linguistic norm and its relationship to language practice. The student will be able to identify linguistic error in terms of the different linguistic planes. The student will be familiar with and be able to make practical use of the codification manuals of the Slovak language in book and electronic form available on the website of the Ľudovít Štúr Institute of Linguistics.

- The question of the protection of the Slovak language.

The student will become familiar with the issue of protection of the written language, which is reflected in the State Language Act. The student will become familiar with the concept of care for the state language in the application plane with a focus on education and schooling. The student

will be familiar with and be able to critically evaluate the purist and functionalist approach to the protection of the written language and the related foreign language influences.
- The specifics of oral and written linguistic expressions.
The student will be able to distinguish the specifics of oral and written expressions in terms of the application of linguistic culture. The student will be aware of the different use of resources from different linguistic planes in oral and written speech and will be able to apply them in his/her own linguistic and speech utterances.
- Intermediate test. Problematic phenomena of the sound plane. Normative and non-normative phonetic changes of vowels. Selected problematic phenomena in orthoepy.
The student will become familiar with selected problematic phenomena of the sound plane, focusing on the pronunciation of soft and hard consonants, on the vowel changes inside and at the end of the word. The student will learn the essence of the rhythmic law and will be able to apply it correctly in the production of his/her own speeches. Practise using selected orthographic rules.
- Problematic phenomena of the lexical plane. Vocabulary differentiation. Spoken and unspoken lexis.
The student becomes familiar with selected problematic phenomena of the lexical plane. On the basis of vocabulary differentiation, the student will become aware of the different use of written and unwritten lexical means in official and unofficial speech and language and will be able to use them appropriately in specific speeches.
- Non-linguistic influences. Adoption of expressions. Anglicisms and Bohemianisms.
The student will become familiar with the process of adopting and adapting foreign language elements. The student will acquire a critical attitude in the use of foreign lexical resources and will be able to assess their appropriateness in the preparation and evaluation of linguistic and speech expressions in terms of the communicative situation and linguistic correctness. The student will become familiar with the most frequent and established bohemianisms in the Slovak language and will be able to critically assess their occurrence in linguistic and speech expressions from the perspective of systemic linguistics and sociolinguistics.
- Problematic phenomena of the morphological level.
The student will get acquainted with selected problematic phenomena of the morphological plane, especially in connection with inflectional types (woman, idea, kuli, etc.), variant suffixes and variant prepositions on the axis of spelling - unspelling from the point of view of systemic linguistics and sociolinguistics, and will be able to apply them correctly in linguistic practice.
- Problematic phenomena of the syntactic plane. Defective syntactic constructions.
The student will get acquainted with selected problematic phenomena of the syntactic plane with a focus on defective syntactic constructions (anacoluth, zeugma, contamination of conjunctions). The student will be able to identify and correct the most frequent syntactic linguistic errors.
- Selected problematic phenomena in orthography.
The student will consolidate the correct use of selected orthographic phenomena, focusing on the writing of i/y in words of domestic and foreign origin with links to the morphological plane and word formation, as well as selected orthographic phenomena related to the writing of upper and lower case letters. The student will be able to implement the acquired theoretical knowledge and orthographic skills in educational activities in pre-school and younger school-age children's institutions.

Recommended literature:

Compulsory/Recommended readings:
Required reading:
KAČALA, Ján. 2021. 1st ed. Martin : Publishing House of the Slovak Matrix, 2021. 142 s. ISBN 978-80-8115-310-5.
Kultura slova. Ed. S. Mislovičová. Bratislava : JÚĽŠ in Bratislava.

Recommended reading:
DOLNÍK, Juraj. 2000. Teacher and language culture. 1st ed. Banská Bystrica : Metodické centrum, 2000. 51 p. ISBN: 80-8041-308-8.
Slovak spelling rules. Ed. M. Považaj. Bratislava : 2013. 592 p. ISBN 978-80-224-1331-2.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 919

A	ABS	B	C	D	E	FX
36,34	0,0	35,58	18,06	6,53	2,94	0,54

Lecturers: Mgr. Marína Hríbová, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde215/22	Elementary logopaedics

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours), and methods of educational activities
Scope, type/method of teaching, and organizational form:
2 hours lecture/week; total for the semester 22 hours, combined form (primarily full-time).
Student workload:
11x2 hours of direct instruction = 22 hours; preparation for the continuous test = 18 hours, preparation for the final test = 30 hours; processing of semester work = 20 hours. A total of 90 hours of student work.
Teaching methods:
interpretation, discussion of the topic, application of theoretical knowledge on practical examples, problem-solving by students, interactive education, work in small groups, E-learning.

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Student assessment consists of two knowledge tests – a midterm test (30 points), a final test (40 points), and the elaboration of a semester work – elaboration of material for the development of phonemic awareness of preschool children (30 points).
The rating is given on a scale:
A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge),
B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice),
C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context),
D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation),
E (64-60 points, sufficient – results meet minimum criteria),
Fx (59-0 points, insufficient – additional work required).

Learning outcomes:
Learning outcomes

Learning objectives and outcomes:
Upon successful completion of the course, the student will gain basic information about speech pathology, language development, as well as the various types of impaired communication skills that are associated with preschool and early school age. They will gain important information about the prevention of individual impaired abilities, as well as about the specifics of the approach of teachers and educators to children and pupils with individual types of impaired communication skills.

Class syllabus:
Course contents:
Speech pathologogy as an independent discipline and its importance for teachers and educators. Obtaining information about language development in ontogenesis. Terminological definition, occurrence, etiology, classification, symptomatology, screening, and prevention of individual types of impaired communication skills (ICS) in preschool and younger school age. Prevention of reading and writing language disorders.
Topics:
1. Speech pathology – basic definition, impaired communication skills
2. Language development
3. Speech sound disorders – articulatory and phonological disorders
4. Developmental language disorder
5. Disorders of reading and writing skills – dyslexia and dysorthographia
6. Voice disorders
7. Fluency disorders – stuttering and stammering
8. ICS in autism spectrum disorders
9. Development of phonological awareness in preschool age
10. Development of narrative skills in preschool age
11. Stimulation of language and speech in preschool age (practical exercises)

Recommended literature:
Povinná literatúra:
KEREKRÉTIOVÁ, A. A KOL. 2016. Logopedická propedeutika. Bratislava: Univerzita Komenského v Bratislave, 2016. 234 s. (vybrané kapitoly)
KEREKRÉTIOVÁ, A. A KOL. 2016. Logopédia. Bratislava: Univerzita Komenského v Bratislave, 2016. 341 s. (vybrané kapitoly)
Odporúčaná literatúra:
ZUBÁKOVÁ, M. 2018. Rozcvičme si jazýček. Ilustrovaná logopedická rozcvička. Veľké Leváre: INFRA Slovakia, s. r. o. 22 s.
ZUBÁKOVÁ, M. 2021. Robot Edko 1. Hráme sa so slabikami a slovami. Pracovný zošit na rozvíjanie slabičného uvedomovania. Veľké Leváre: INFRA Slovakia, s. r. o. 24 s.
ZUBÁKOVÁ, M., SENAJOVÁ DOBRODENKOVÁ, L. 2021. Robot Edko 2. Hráme sa so slabikami, slovami a rýmami. Pracovný zošit na rozvíjanie fonematického uvedomovania. Veľké Leváre: INFRA Slovakia, s. r. o. 28 s.
ZUBÁKOVÁ, M., SENAJOVÁ DOBRODENKOVÁ, L. 2022. Robot Edko 3. Hľadáme prvé a posledné hlásky. Pracovný zošit na rozvíjanie sluchovej izolácie hlások. Veľké Leváre: INFRA Slovakia, s. r. o. 37 s.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution Total number of evaluated students: 528						
A	ABS	B	C	D	E	FX
48,86	0,0	32,01	10,61	6,06	1,52	0,95
Lecturers:						
Last change: 02.11.2025						
Approved by: doc. PaedDr. Eva Severini, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde215/22	Elementary logopaedics

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours), and methods of educational activities
Scope, type/method of teaching, and organizational form:
2 hours lecture/week; total for the semester 22 hours, combined form (primarily full-time).
Student workload:
11x2 hours of direct instruction = 22 hours; preparation for the continuous test = 18 hours, preparation for the final test = 30 hours; processing of semester work = 20 hours. A total of 90 hours of student work.
Teaching methods:
interpretation, discussion of the topic, application of theoretical knowledge on practical examples, problem-solving by students, interactive education, work in small groups, E-learning.

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Student assessment consists of two knowledge tests – a midterm test (30 points), a final test (40 points), and the elaboration of a semester work – elaboration of material for the development of phonemic awareness of preschool children (30 points).
The rating is given on a scale:
A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge),
B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice),
C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context),
D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation),
E (64-60 points, sufficient – results meet minimum criteria),
Fx (59-0 points, insufficient – additional work required).

Learning outcomes:
Learning outcomes

Learning objectives and outcomes:
Upon successful completion of the course, the student will gain basic information about speech pathology, language development, as well as the various types of impaired communication skills that are associated with preschool and early school age. They will gain important information about the prevention of individual impaired abilities, as well as about the specifics of the approach of teachers and educators to children and pupils with individual types of impaired communication skills.

Class syllabus:
Course contents:
Speech pathologogy as an independent discipline and its importance for teachers and educators. Obtaining information about language development in ontogenesis. Terminological definition, occurrence, etiology, classification, symptomatology, screening, and prevention of individual types of impaired communication skills (ICS) in preschool and younger school age. Prevention of reading and writing language disorders.
Topics:
1. Speech pathology – basic definition, impaired communication skills
2. Language development
3. Speech sound disorders – articulatory and phonological disorders
4. Developmental language disorder
5. Disorders of reading and writing skills – dyslexia and dysorthographia
6. Voice disorders
7. Fluency disorders – stuttering and stammering
8. ICS in autism spectrum disorders
9. Development of phonological awareness in preschool age
10. Development of narrative skills in preschool age
11. Stimulation of language and speech in preschool age (practical exercises)

Recommended literature:
Povinná literatúra:
KEREKRÉTIOVÁ, A. A KOL. 2016. Logopedická propedeutika. Bratislava: Univerzita Komenského v Bratislave, 2016. 234 s. (vybrané kapitoly)
KEREKRÉTIOVÁ, A. A KOL. 2016. Logopédia. Bratislava: Univerzita Komenského v Bratislave, 2016. 341 s. (vybrané kapitoly)
Odporúčaná literatúra:
ZUBÁKOVÁ, M. 2018. Rozcvičme si jazýček. Ilustrovaná logopedická rozcvička. Veľké Leváre: INFRA Slovakia, s. r. o. 22 s.
ZUBÁKOVÁ, M. 2021. Robot Edko 1. Hráme sa so slabikami a slovami. Pracovný zošit na rozvíjanie slabičného uvedomovania. Veľké Leváre: INFRA Slovakia, s. r. o. 24 s.
ZUBÁKOVÁ, M., SENAJOVÁ DOBRODENKOVÁ, L. 2021. Robot Edko 2. Hráme sa so slabikami, slovami a rýmami. Pracovný zošit na rozvíjanie fonematického uvedomovania. Veľké Leváre: INFRA Slovakia, s. r. o. 28 s.
ZUBÁKOVÁ, M., SENAJOVÁ DOBRODENKOVÁ, L. 2022. Robot Edko 3. Hľadáme prvé a posledné hlásky. Pracovný zošit na rozvíjanie sluchovej izolácie hlások. Veľké Leváre: INFRA Slovakia, s. r. o. 37 s.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 528

A	ABS	B	C	D	E	FX
48,86	0,0	32,01	10,61	6,06	1,52	0,95

Lecturers: Mgr. Martina Zubáková Peregrinová, PhD.

Last change: 02.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPPP/B-PEPde141/22	**Course title:** Elementary set of musical instruments

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
10 hours lecture + seminar, total 10 hours per semester
Organizational form: combined form; (primarily distance learning)
Student workload:
10 hours of direct teaching; 12 hours of self-study (total: 22 hours); 20 hours of preparation for continuous assessment; 18 hours of preparation for practical outcomes. Total 60 hours of student work.
Learning methods: monological, dialogical, practical, guided self-study
Credits: 2
Recommended semester: 2.-3. semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
At least 91 points for grade A, at least 81 points for grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E.
The grade is awarded on a scale:
A (100-91 %, excellent – outstanding results),
B (90-81 %, very good – above the average standard),
C (80-73 %, good – generally sound work),
D (72-66 %, satisfactory – fair but with significant shortcomings),
E (65-60 %, sufficient – performance meets the minimum criteria),
Fx (59-0 %, fail – further work required).
Credit will not be awarded to a student who fails to complete any of the assigned topics. Interim assessment consists of sub-assignments, assignments, methodological proposals, reports, practical outputs.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:

After successful completion of the education the student: theoretically knows the classification of elementary musical instruments, acoustic-structural properties of elementary instruments, practically knows how to play elementary musical instruments, knows and can apply methods of working with elementary instruments in primary education, creates accompaniments to songs - ostinatos, bourdons, accompaniments 1. 1.4.5.), knows the basics of the technology of elementary instruments, makes some elementary instruments, applies the principles of Orff's Schulwerk, improvises, masters the principles and applies elementary composition. The student develops creativity and abstract thinking skills, communication skills, mentoring and supervision skills, and thinking in context.

Class syllabus:

Course outcomes of subject (content):
- Instrumental Activities.
- Elementary musical instruments
- Improvisation - principles, methods, types, implementation.
- Elementary composition - principles, methods, types, realization.
- Orff's Schulwerk.
- Linking the acquired skills with pedagogical practice in kindergarten/school.

Recommended literature:

Compulsory readings:
Odporúčaná literatúra:
Blažeková, M. (2011). Orffov Schulwerk, Princípy a adaptácia. Nitra: Univerzita Konštantína Filozofa. Boroš, T. (2016). Sladačky. Modely na hudobnú improvizáciu a kompozíciu. Bratislava: Raabe
Boroš, T. (2020). Hudba ako čin. Bratislava: In Music o.z.
Coufalová, G., Medek, I., Synek, J. (2013). Hudební nástroje jinak. Brno: Jamu
Derevjaníková, A. (2016). Hudobná výchova. Metodická príručka k vzdelávacej oblasti ŠVP pre predprimárne vzdelávanie v MŠ. ŠPÚ. https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv_zrevidovane_hudobna_vychova_na_zverejnenie.pdf
Dibák, I., Pavlovská, O. (1972). Metodika hry na ľahkoovládateľné nástroje. Bratislava: SHV
Eben, P., Hurník, I. (1969)- Česká Orffova škola. Praha: Supraphon
Jurkovič, P. (1998). Hudební nástroje ve škole. Muzikservis.
Štátny vzdelávací program pre predprimárne vzdelávanie v#materských školách. (2022). https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf
Štátny výchovný program pre školský klub detí. (2023). https://www.minedu.sk/data/att/d7f/27128.154ebb.pdf

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 819

A	ABS	B	C	D	E	FX
73,75	0,0	16,36	5,86	1,71	1,1	1,22

Lecturers:

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde141/22	Elementary set of musical instruments

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
10 hours lecture + seminar, total 10 hours per semester
Organizational form: combined form; (primarily distance learning)
Student workload:
10 hours of direct teaching; 12 hours of self-study (total: 22 hours); 20 hours of preparation for continuous assessment; 18 hours of preparation for practical outcomes. Total 60 hours of student work.
Learning methods: monological, dialogical, practical, guided self-study
Credits: 2
Recommended semester: 2.-3. semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
At least 91 points for grade A, at least 81 points for grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E.
The grade is awarded on a scale:
A (100-91 %, excellent – outstanding results),
B (90-81 %, very good – above the average standard),
C (80-73 %, good – generally sound work),
D (72-66 %, satisfactory – fair but with significant shortcomings),
E (65-60 %, sufficient – performance meets the minimum criteria),
Fx (59-0 %, fail – further work required).
Credit will not be awarded to a student who fails to complete any of the assigned topics. Interim assessment consists of sub-assignments, assignments, methodological proposals, reports, practical outputs.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:

After successful completion of the education the student: theoretically knows the classification of elementary musical instruments, acoustic-structural properties of elementary instruments, practically knows how to play elementary musical instruments, knows and can apply methods of working with elementary instruments in primary education, creates accompaniments to songs - ostinatos, bourdons, accompaniments 1. 1.4.5.), knows the basics of the technology of elementary instruments, makes some elementary instruments, applies the principles of Orff's Schulwerk, improvises, masters the principles and applies elementary composition. The student develops creativity and abstract thinking skills, communication skills, mentoring and supervision skills, and thinking in context.

Class syllabus:

Course outcomes of subject (content):
- Instrumental Activities.
- Elementary musical instruments
- Improvisation - principles, methods, types, implementation.
- Elementary composition - principles, methods, types, realization.
- Orff's Schulwerk.
- Linking the acquired skills with pedagogical practice in kindergarten/school.

Recommended literature:

Compulsory readings:
Odporúčaná literatúra:
Blažeková, M. (2011). Orffov Schulwerk, Princípy a adaptácia. Nitra: Univerzita Konštantína Filozofa. Boroš, T. (2016). Sladačky. Modely na hudobnú improvizáciu a kompozíciu. Bratislava: Raabe
Boroš, T. (2020). Hudba ako čin. Bratislava: In Music o.z.
Coufalová, G., Medek, I., Synek, J. (2013). Hudební nástroje jinak. Brno: Jamu
Derevjaníková, A. (2016). Hudobná výchova. Metodická príručka k vzdelávacej oblasti ŠVP pre predprimárne vzdelávanie v MŠ. ŠPÚ. https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv_zrevidovane_hudobna_vychova_na_zverejnenie.pdf
Dibák, I., Pavlovská, O. (1972). Metodika hry na ľahkoovládateľné nástroje. Bratislava: SHV
Eben, P., Hurník, I. (1969)- Česká Orffova škola. Praha: Supraphon
Jurkovič, P. (1998). Hudební nástroje ve škole. Muzikservis.
Štátny vzdelávací program pre predprimárne vzdelávanie v#materských školách. (2022). https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf
Štátny výchovný program pre školský klub detí. (2023). https://www.minedu.sk/data/att/d7f/27128.154ebb.pdf

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 819

A	ABS	B	C	D	E	FX
73,75	0,0	16,36	5,86	1,71	1,1	1,22

Lecturers: Mgr. art. et Mgr. Jarmila Jurášová Šteigerová, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde216/22	Elementary special pedagogical diagnostics

Educational activities:
Type of activities: lecture
Number of hours:
per week: 1 **per level/semester:** 13
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities: 1 hour per week in the form of a lecture, 11 hours in total per semester; combined method (mostly by attendance).
Student workload:
11x1 hours of direct teaching = 11 hours; 19 hours preparation of the seminar paper; 30 hours preparation for the final examination (test). Total 60 hours of student work.
Educational methods: monological methods (lecturing, interpretation, explanation), dialogical methods (interview, discussion, polemic, debate, discussion, colloquium), situational methods (case studies)

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The student prepares a seminar paper with a score of 40 points. The course is completed with an assessment - a final written test of the acquired knowledge for the whole semester with a score of 60 points.
To obtain the final grade A, it is necessary to obtain at least 91 points, to obtain grade B at least 81 points, to obtain grade C at least 73 points, to obtain grade D at least 66 points and to obtain grade E at least 60 points. Credit will not be awarded to a student who earns less than 59 points for the entire semester. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding). A student in the high above average band has mastered the knowledge and knowledge related to the theoretical definition of the scientific field of special-educational diagnostics. In the high above-average band, the student masters the course and process of special-educational diagnostics in the basic construct. In the high above-average band, the student masters the complex, multidisciplinary approach to the diagnosis of children with special educational needs. Knows, in the high above average band, the output from special education diagnostic assessments. Has knowledge in the high above average band of basic special education methods. Knows how to diagnose the main areas - motor skills, laterality, perception, communication skills, self-care at a basic level. Knows how to use the results of the diagnosis in practice in the high above-average band. Knows the characteristics of children with visual,

hearing, mental and physical disabilities in the high above average range. Knows, in the high above average range, the characteristics and manifestations of children with attention deficit disorder and autism spectrum disorder. Knows in a high above-average range the specifics of special-educational diagnostics in early childhood and preschool age. Knows how to use the results of special-pedagogical diagnostics implemented in pre-primary education (in inclusive conditions) in a high above-average range.
B (90-81%, very good - above average standard, excellent performance). The student can/does meet the learning outcomes specifically outlined above at an A grade of above average, but critical thinking is borderline.
C (80-73%, good - normal reliable work, good performance). Although student knows but cannot apply to practice, student in the average range is proficient in the learning outcomes specifically broken down above at the A rating),
D (72-66%, satisfactory - acceptable performance). Student knows, but in satisfactory form. Student has satisfactory mastery of the learning outcomes specifically broken down above for an A rating. Further self-study and acquisition of additional practical skills is expected, although the results are acceptable.
E (65-60%, satisfactory - results meet minimum criteria). The student knows the basic knowledge meeting the minimum criteria. The student knows with minimum criteria the learning outcomes specifically broken down above for the A assessment. Further self-study and acquisition of additional practical skills is expected as the results are borderline underperforming.
Fx (59-0%, inadequate - extra work required). Student does not sufficiently master even with the minimum criteria the learning outcomes specifically broken down above for an A grade, Repeating the course is required.

Learning outcomes:
Learning outcomes: the student will acquire knowledge and knowledge related to the theoretical definition of the scientific field of special educational diagnostics. The student will master the course and process of special-educational diagnostics in the basic construct. The student masters the complex, multidisciplinary approach to the diagnosis of children with special educational needs. Knows the outcome of special-educational diagnosis. Has knowledge of basic special education methods. Knows how to diagnose the main areas - motor skills, laterality, perception, communication skills, self-care at a basic level. Knows how to use the results of diagnosis in practice. Knows the characteristics of children with visual, hearing, mental and physical disabilities. Knows the characteristics and manifestations of children with attention deficit disorder and autism spectrum disorder. Knows the specifics of special educational diagnostics in early childhood and preschool age. Knows how to use the results of special-pedagogical diagnostics carried out in pre-primary education (in inclusive conditions).
Other competences: communication skills, organisational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:
Brief outline of the course:
The course is oriented so that the student acquires theoretical knowledge and certain basic practical competences and skills necessary in the performance of the profession of a teacher in pre-primary education when working with children with special educational needs in integrated/inclusive conditions.
Course outcomes of subject (content):
Theoretical foundations of special educational diagnostics. Comprehensive approach in special-educational diagnostics. Children with special educational needs and the special-pedagogical diagnostic process. Diagnostics implemented in the environment of the CSPP. Methods of special-

pedagogical diagnostics (observation method, exploratory methods, the use of the game as a diagnostic method, case study, analysis of the results of the activity). Determination of the level of motor skills, laterality and self-care. Determination of the level of visual, auditory, tactile, kinesthetic perception. Determination of the level of communication skills. Use of diagnostic results in practice. Output from SP diagnostics. SP diagnostics of children with visual and hearing impairment. SP diagnosis of children with mental and physical disabilities. SP diagnosis of children with activity and attention disorders and children with autism spectrum disorder. Specifics of special educational diagnostics in early childhood and preschool age. Diagnostics implemented in pre-primary education (in integrated/inclusive settings).

Recommended literature:

Odporúčaná literatúra:

BIŠČO KASTELOVÁ, A. 2024. Diagnostika v špeciálnopedagogickom poradenstve. 2. vyd. Bratislava: Iris.

Biščo Kastelová, A., Németh, O. (2020) Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. Bratislava : IRIS. Vydavateľstvo a tlač. 299 s. ISBN 978-80-8200-056-9

Biščo Kastelová, A. (2024) Diagnostika v špeciálnopedagogickom poradenstve. 2. vydanie. Bratislava : IRIS. Vydavateľstvo a tlač. 534s. ISBN 978-80-8200-137-5

VAŠEK, Š. Špeciálnopedagogická diagnostika. Bratislava: Sapientia, 2004. ISBN 80-969112-0-1

Biščo Kastelová, A. (2010) Špeciálnopedagogická diagnostika v procese edukácie mentálne postihnutých. Lit. 36 zázn. In: Edukácia mentálne postihnutých : špeciálne metodiky predmetov špeciálnej základnej školy. Bratislava : Iris, S. 93-130. - ISBN 978-80-89256-53-2

Biščo Kastelová, A., Németh, O. (2015) Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. Lit. 32 zázn. In: Paedagogica specialis 29.-Bratislava : UK v Bratislave, S. 107-118. - ISBN 978-80-223-4010-6

PŘINOSILOVÁ, D. Diagnostika ve speciální pedagogice. Brno: Paido, 2007. ISBN 978-80-7315-157-7

TICHÁ, E. Základy špeciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6

ZELINKOVÁ, O. Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál, 2001. ISBN 80-7178-544-X

Languages necessary to complete the course:

slovak and czech language

Notes:

Past grade distribution

Total number of evaluated students: 643

A	ABS	B	C	D	E	FX
55,99	0,0	27,37	11,98	2,49	1,24	0,93

Lecturers:

Last change: 13.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPde216/22	**Course title:** Elementary special pedagogical diagnostics
Educational activities: **Type of activities:** lecture **Number of hours:** **per week:** 1 **per level/semester:** 13 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Type, scope and methods of educational activities: 1 hour per week in the form of a lecture, 11 hours in total per semester; combined method (mostly by attendance). Student workload: 11x1 hours of direct teaching = 11 hours; 19 hours preparation of the seminar paper; 30 hours preparation for the final examination (test). Total 60 hours of student work. Educational methods: monological methods (lecturing, interpretation, explanation), dialogical methods (interview, discussion, polemic, debate, discussion, colloquium), situational methods (case studies)	
Number of credits: 2	
Recommended semester: 4.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The student prepares a seminar paper with a score of 40 points. The course is completed with an assessment - a final written test of the acquired knowledge for the whole semester with a score of 60 points. To obtain the final grade A, it is necessary to obtain at least 91 points, to obtain grade B at least 81 points, to obtain grade C at least 73 points, to obtain grade D at least 66 points and to obtain grade E at least 60 points. Credit will not be awarded to a student who earns less than 59 points for the entire semester. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding). A student in the high above average band has mastered the knowledge and knowledge related to the theoretical definition of the scientific field of special-educational diagnostics. In the high above-average band, the student masters the course and process of special-educational diagnostics in the basic construct. In the high above-average band, the student masters the complex, multidisciplinary approach to the diagnosis of children with special educational needs. Knows, in the high above average band, the output from special education diagnostic assessments. Has knowledge in the high above average band of basic special education methods. Knows how to diagnose the main areas - motor skills, laterality, perception, communication skills, self-care at a basic level. Knows how to use the results of the diagnosis in practice in the high above-average band. Knows the characteristics of children with visual,	

hearing, mental and physical disabilities in the high above average range. Knows, in the high above average range, the characteristics and manifestations of children with attention deficit disorder and autism spectrum disorder. Knows in a high above-average range the specifics of special-educational diagnostics in early childhood and preschool age. Knows how to use the results of special-pedagogical diagnostics implemented in pre-primary education (in inclusive conditions) in a high above-average range.
B (90-81%, very good - above average standard, excellent performance). The student can/does meet the learning outcomes specifically outlined above at an A grade of above average, but critical thinking is borderline.
C (80-73%, good - normal reliable work, good performance). Although student knows but cannot apply to practice, student in the average range is proficient in the learning outcomes specifically broken down above at the A rating),
D (72-66%, satisfactory - acceptable performance). Student knows, but in satisfactory form. Student has satisfactory mastery of the learning outcomes specifically broken down above for an A rating. Further self-study and acquisition of additional practical skills is expected, although the results are acceptable.
E (65-60%, satisfactory - results meet minimum criteria). The student knows the basic knowledge meeting the minimum criteria. The student knows with minimum criteria the learning outcomes specifically broken down above for the A assessment. Further self-study and acquisition of additional practical skills is expected as the results are borderline underperforming.
Fx (59-0%, inadequate - extra work required). Student does not sufficiently master even with the minimum criteria the learning outcomes specifically broken down above for an A grade, Repeating the course is required.

Learning outcomes:
Learning outcomes: the student will acquire knowledge and knowledge related to the theoretical definition of the scientific field of special educational diagnostics. The student will master the course and process of special-educational diagnostics in the basic construct. The student masters the complex, multidisciplinary approach to the diagnosis of children with special educational needs. Knows the outcome of special-educational diagnosis. Has knowledge of basic special education methods. Knows how to diagnose the main areas - motor skills, laterality, perception, communication skills, self-care at a basic level. Knows how to use the results of diagnosis in practice. Knows the characteristics of children with visual, hearing, mental and physical disabilities. Knows the characteristics and manifestations of children with attention deficit disorder and autism spectrum disorder. Knows the specifics of special educational diagnostics in early childhood and preschool age. Knows how to use the results of special-pedagogical diagnostics carried out in pre-primary education (in inclusive conditions).
Other competences: communication skills, organisational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

Class syllabus:
Brief outline of the course:
The course is oriented so that the student acquires theoretical knowledge and certain basic practical competences and skills necessary in the performance of the profession of a teacher in pre-primary education when working with children with special educational needs in integrated/inclusive conditions.
Course outcomes of subject (content):
Theoretical foundations of special educational diagnostics. Comprehensive approach in special-educational diagnostics. Children with special educational needs and the special-pedagogical diagnostic process. Diagnostics implemented in the environment of the CSPP. Methods of special-

pedagogical diagnostics (observation method, exploratory methods, the use of the game as a diagnostic method, case study, analysis of the results of the activity). Determination of the level of motor skills, laterality and self-care. Determination of the level of visual, auditory, tactile, kinesthetic perception. Determination of the level of communication skills. Use of diagnostic results in practice. Output from SP diagnostics. SP diagnostics of children with visual and hearing impairment. SP diagnosis of children with mental and physical disabilities. SP diagnosis of children with activity and attention disorders and children with autism spectrum disorder. Specifics of special educational diagnostics in early childhood and preschool age. Diagnostics implemented in pre-primary education (in integrated/inclusive settings).

Recommended literature:

Odporúčaná literatúra:

BIŠČO KASTELOVÁ, A. 2024. Diagnostika v špeciálnopedagogickom poradenstve. 2. vyd. Bratislava: Iris.

Biščo Kastelová, A., Németh, O. (2020) Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. Bratislava : IRIS. Vydavateľstvo a tlač. 299 s. ISBN 978-80-8200-056-9

Biščo Kastelová, A. (2024) Diagnostika v špeciálnopedagogickom poradenstve. 2. vydanie. Bratislava : IRIS. Vydavateľstvo a tlač. 534s. ISBN 978-80-8200-137-5

VAŠEK, Š. Špeciálnopedagogická diagnostika. Bratislava: Sapientia, 2004. ISBN 80-969112-0-1

Biščo Kastelová, A. (2010) Špeciálnopedagogická diagnostika v procese edukácie mentálne postihnutých. Lit. 36 zázn. In: Edukácia mentálne postihnutých : špeciálne metodiky predmetov špeciálnej základnej školy. Bratislava : Iris, S. 93-130. - ISBN 978-80-89256-53-2

Biščo Kastelová, A., Németh, O. (2015) Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. Lit. 32 zázn. In: Paedagogica specialis 29.-Bratislava : UK v Bratislave, S. 107-118. - ISBN 978-80-223-4010-6

PŘINOSILOVÁ, D. Diagnostika ve speciální pedagogice. Brno: Paido, 2007. ISBN 978-80-7315-157-7

TICHÁ, E. Základy špeciálnopedagogickej diagnostiky. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6

ZELINKOVÁ, O. Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál, 2001. ISBN 80-7178-544-X

Languages necessary to complete the course:

slovak and czech language

Notes:

Past grade distribution

Total number of evaluated students: 643

A	ABS	B	C	D	E	FX
55,99	0,0	27,37	11,98	2,49	1,24	0,93

Lecturers: doc. PhDr. Alexandra Biščo Kastelová, PhD.

Last change: 13.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPde247/22	**Course title:** Enhancement of basic locomotions

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours lecture+seminar, total 22 hours per semester, combined form (primarily full-time).
Student workload: 11x2 hours of direct instruction = 22 hours; 10 hours preparing the student for the first interim assignment-seminar paper; 10 hours preparing the student for the second interim assignment-presentation of the project; 18 hours preparing the student for the final test. Total 60 hours of student work.
Methods of education: lecture; explanation; discussion and interaction of the teacher with the students on the discussed topic; teaching based on practical experience; method of group work; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination abilities, method of developing joint mobility and flexibility in activities related to the development of basic locomotion.
Credits: 2
Recommended semester: 2nd - 3rd semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. During the semester, the student will submit a seminar paper (preparing a lesson on the development of basic locomotion) worth 20 points. In addition, the student will complete a project presentation focused on teaching a lesson dealing with the development of basic locomotion worth 20 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points on the knowledge acquired throughout the semester.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-(excellent), the student has an excellent command of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply them to practical activities, the student can respond promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the issue addressed, the student can present the teaching of the lesson on the development of basic locomotor skills at a high level, the student's oral and written expression is correct, correct, grammatically correct and creative.
B-(very good), the student has a very good command of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply them to activities with minor deficiencies, the student can respond well during lectures to the teacher's questions and tasks, the student is active and proactive and responds to questions on the issue addressed, the student can present the teaching of a lesson on the development of basic locomotor skills very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his activities are of good quality, with minor shortcomings.
C-(good), the student has a good command of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the topic with minor problems, he/she can present well the lesson on the development of basic locomotor skills with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.
D-(satisfactory), the student has a satisfactory knowledge of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present a lesson on the development of basic locomotor skills at a satisfactory level with shortcomings, the student's oral and written expression has some inaccuracies and also major shortcomings.
E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education, which is at a weak level and with difficulties can apply them to practical activities, he/she responds to the teacher's prompts with inaccuracies, the student himself is not active and initiative, does not ask questions on the problem addressed, the student can present a lesson on the development of basic locomotor skills at a very weak level with major shortcomings, the student's oral and written expression has serious inaccuracies and shortcomings.
Fx-(deficient), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire adequate theoretical knowledge, skills and competences related to the profession of a teacher of pre-primary and primary education in educational activities focused on physical exercises related to the development of basic locomotion. They have acquired

knowledge of the educational field of Health and Movement, where they are able to design and implement educational activities. They will expand their knowledge in relation to didactical reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social development and developmental characteristics of the preschool and younger school-age child, which they can apply to the physical education process, respecting the intensity of the load in relation to children's health and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in educational and administrative activities in connection with physical activities. Students will acquire the competences of teacher's work in the field of organisation and management of educational activities focused on physical exercises with the development of basic locomotion at school and in extracurricular sports organisations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice considering the wider societal implications in conjunction with the development of basic locomotion. Students will be able to identify and evaluate the ethical, social and other contexts of issues addressed in physical education in pre-primary and primary education. They will be able to link theoretical knowledge of physical exercises related to the development of basic locomotion to practice.

Class syllabus:

Course outcomes of subject (content):

The curriculum of the course is designed so that after its practical teaching students are able to apply the theoretical knowledge to the practical contexts of the performance of the teaching profession from physical exercises related to the development of basic locomotion to practice. The students master the professional content of the lectures and have acquired the terminology of physical exercises from the practical parts of the lessons of the subject. They are familiar with appropriate pedagogical research methods to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in pre-primary and primary education. Students are able to expand their knowledge, competences and skills in physical exercises related to the development of basic locomotion throughout their lives. They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the course Development of Basic Locomotion will enable them to form the basis of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project for the preparation of a lesson with the development of basic locomotion in kindergarten (educational activity focused on physical exercises with the development of basic locomotion). They will be professionally and methodologically qualified to teach the subjects of the educational area of Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process focused on physical exercises with the development of basic locomotion in preschool children.

- Introduction to the issue of development of basic locomotion (movement from place to place) as part of physical education in preschool and primary education: walking, running, jumping, climbing, rolling, throwing, catching. General knowledge of warm-up. Warm-up tasks, principles of warm-up, structure of warm-up.
- Basic locomotion "walking". The basic locomotor skill of man is walking, its approximation. Acquisition of basic sensations, correct posture. Examples and implementation of practical exercises. Walking on the rope with the spinning of the feet. Walking in space with crossing obstacles. Walking in a crowd behind the leading child (alignment of the right and left feet according

to the leading child). Walking with ascending and descending stairs. Walking according to a certain rhythm (alternating steps forward and backward).
- Basic locomotion "running". This basic locomotion forms the main prerequisite for other sports activities. Basic elements of the technique of running and rebounding activities. Basic exercises of the running alphabet: lifting, skipping, tripping, pre-kicking. Examples and implementation of practical exercises. Ordinary running, running on tiptoe, running with high knee lift, running with a long stride, running with stumbling, skipping, running fast (sprinting), running slow. Technique of running in place with arm work, lifting the knees or bending the trunk, stumbling, etc. (various techniques of the running alphabet). Running behind the lead child in different directions. Alternating fast and slow stretches. Starting from different positions followed by a fast run (distance up to 20 m). Slalom run or running over obstacles (at an appropriate height so that the child does not have to stop before the obstacle). Relay runs in a crowd or split relay on an oval and passing the baton at different stations or sections. Running competitions over various distances up to a maximum of 100 m.
- Basic locomotion "jump". Jump as a natural acyclic movement, by which we overcome a certain distance (height, distance, depth). It consists of three phases: bounce, flight and rebound. Examples and practical exercises. Standing continuous, jumping from a standing position, jumping forward from a standing position along a specified path. Jump from the foot into the hoop, turn, jump from the hoop (the same jump alternately in and out). Jump from foot over the jump rope placed on the ground, repeated jumps from foot over the placed jump ropes. Stand on one leg, hop from one leg to the other, then hop on one leg (2-3 jumps at the beginning). Jumps over various high obstacles from the foot or alternately. From a running start, jump onto an obstacle (Swedish box- at first only one part, gradually add parts), jump onto a mat. High jump, grabbing an object suspended on a rope (scarves, toys, balloons). High jump with a running start.
- Basic locomotion "climbing". The effectiveness of this locomotion is most proficient in supporting the squat. Climbing is used in physical exercises with the use of tools. The most common are ladders, stepladders, inclined benches and nowadays climbing walls. Examples and implementation of practical exercises: climbing on all fours, walking on all fours in a kneeling forward posture, walking on all fours in a supine backward posture, pushing backward by pushing off on a bench, pushing backward by sitting on a bench, climbing on inclined and elevated surfaces, climbing backward, climbing sideways, climbing with a big ball pushing off with the head, climbing under and over an obstacle course, climbing up, climbing down, climbing up, climbing over.
- Basic locomotion "rolling". We often include this locomotion in the games of less mature children. Examples and implementation of practical exercises. Rolling the ball in front of and around you (sitting or kneeling), rolling in pairs (facing each other, sitting spread-eagled), rolling to a target along a defined path (e.g. between two benches), rolling in an open area to a more distant target, rolling to a goal. Rolling the ball around cones (slalom), rolling the ball on a bench or rolling the ball in pairs in a seated straddle. Rolling the ball on an inclined surface (one child drops the ball and the other child tries to catch it, a slide can also be used).
- Basic locomotion "throwing". This locomotion is inherent only to humans and depends on the grasping ability of the hand. Examples and implementation of practical exercises. Passing the ball from hand to hand, a row of children pass the ball to each other, throwing it in front of them in any way, throwing it in front of them over an obstacle (at the height of the child's head, gradually increasing), throwing in a large space as far as possible (the basics of throwing at the target and at a distance). Throwing the ball one-handed into a defined space (behind the line, into a circle or into a fitball). Throwing the ball one-handed over an outstretched rope (to height). Throwing the ball one-handed through a hoop. Throwing the ball two-handed from above on the ground, throwing two-handed from above into a distance into a defined space. Bouncing the ball of different sizes.

- Basic locomotion "catching". This catching locomotion is a more complex movement than throwing. Examples and implementation of practical exercises. We perform catching with outstretched arms, later with bent ones: catching a slowly rolling object, catching a precise pass by the teacher or by the child.
- Mastering basic locomotion in the process of motor learning. Examples and implementation of practical exercises for preschool children.
- Creation of programs for teaching basic locomotion in athletics. Examples and implementation of practical exercises. for preschool children.
- Preparation and presentation of an educational activity focused on physical exercises with the development of basic locomotion. On the basis of the acquired knowledge, knowledge, experience and skills - to prepare and present a lesson (educational activity focused on physical exercises with the development of basic locomotion) in kindergarten.

Recommended literature:

Odporúčaná literatúra:

ANTALA, B. et al. 2014. Telesná a športová výchova a súčasná škola. Bratislava: NŠC, FTVŠ UK, 2014. 343 s. ISBN 978-80-971466-1-0.
KOLEKTÍV. 2014. Telesná a športová výchova – Základné lokomócie a nelokomočné pohybové zručnosti a športy v prírode. Bratislava: NŠC, FTVŠ UK, 2014. 193 s. ISBN 978-80-971466-2-7.
GRIGEĽOVÁ, I. 2014. Hra a hračka ako podporný činiteľ v predprimárnej edukácii. Bratislava: MPC, 2014. 58 s. ISBN 978-80-8052-682-5.
MASARYKOVÁ, D. 2016. Zdravie a pohyb. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre predprimárne vzdelávanie v materských školách. Bratislava: ŠPÚ, 2016. 42 s. ISBN 978-80-8118-178-8.
MIŇOVÁ, M. 2017. Pohybový program pre deti materských škôl. Rokus, 2017. 75 s. ISBN 978-80-89510-59-7.
ŠIMONEK, J., et al. 2014. Metodická príručka telesnej výchovy pre materské školy a prvý stupeň základných škôl. Bratislava: AT Publishing, 2014. 140 s. ISBN 978-80-88954-62-0.

Languages necessary to complete the course:

Slovak language and Czech language.

Notes:

Past grade distribution

Total number of evaluated students: 793

A	ABS	B	C	D	E	FX
57,5	0,0	30,64	8,07	1,39	0,88	1,51

Lecturers:

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde247/22	Enhancement of basic locomotions

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours lecture+seminar, total 22 hours per semester, combined form (primarily full-time).
Student workload: 11x2 hours of direct instruction = 22 hours; 10 hours preparing the student for the first interim assignment-seminar paper; 10 hours preparing the student for the second interim assignment-presentation of the project; 18 hours preparing the student for the final test. Total 60 hours of student work.
Methods of education: lecture; explanation; discussion and interaction of the teacher with the students on the discussed topic; teaching based on practical experience; method of group work; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination abilities, method of developing joint mobility and flexibility in activities related to the development of basic locomotion.
Credits: 2
Recommended semester: 2nd - 3rd semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. During the semester, the student will submit a seminar paper (preparing a lesson on the development of basic locomotion) worth 20 points. In addition, the student will complete a project presentation focused on teaching a lesson dealing with the development of basic locomotion worth 20 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points on the knowledge acquired throughout the semester.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-(excellent), the student has an excellent command of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply them to practical activities, the student can respond promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the issue addressed, the student can present the teaching of the lesson on the development of basic locomotor skills at a high level, the student's oral and written expression is correct, correct, grammatically correct and creative.
B-(very good), the student has a very good command of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply them to activities with minor deficiencies, the student can respond well during lectures to the teacher's questions and tasks, the student is active and proactive and responds to questions on the issue addressed, the student can present the teaching of a lesson on the development of basic locomotor skills very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his activities are of good quality, with minor shortcomings.
C-(good), the student has a good command of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the topic with minor problems, he/she can present well the lesson on the development of basic locomotor skills with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.
D-(satisfactory), the student has a satisfactory knowledge of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present a lesson on the development of basic locomotor skills at a satisfactory level with shortcomings, the student's oral and written expression has some inaccuracies and also major shortcomings.
E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education, which is at a weak level and with difficulties can apply them to practical activities, he/she responds to the teacher's prompts with inaccuracies, the student himself is not active and initiative, does not ask questions on the problem addressed, the student can present a lesson on the development of basic locomotor skills at a very weak level with major shortcomings, the student's oral and written expression has serious inaccuracies and shortcomings.
Fx-(deficient), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire adequate theoretical knowledge, skills and competences related to the profession of a teacher of pre-primary and primary education in educational activities focused on physical exercises related to the development of basic locomotion. They have acquired

knowledge of the educational field of Health and Movement, where they are able to design and implement educational activities. They will expand their knowledge in relation to didactical reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social development and developmental characteristics of the preschool and younger school-age child, which they can apply to the physical education process, respecting the intensity of the load in relation to children's health and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in educational and administrative activities in connection with physical activities. Students will acquire the competences of teacher's work in the field of organisation and management of educational activities focused on physical exercises with the development of basic locomotion at school and in extracurricular sports organisations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice considering the wider societal implications in conjunction with the development of basic locomotion. Students will be able to identify and evaluate the ethical, social and other contexts of issues addressed in physical education in pre-primary and primary education. They will be able to link theoretical knowledge of physical exercises related to the development of basic locomotion to practice.

Class syllabus:

Course outcomes of subject (content):

The curriculum of the course is designed so that after its practical teaching students are able to apply the theoretical knowledge to the practical contexts of the performance of the teaching profession from physical exercises related to the development of basic locomotion to practice. The students master the professional content of the lectures and have acquired the terminology of physical exercises from the practical parts of the lessons of the subject. They are familiar with appropriate pedagogical research methods to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in pre-primary and primary education. Students are able to expand their knowledge, competences and skills in physical exercises related to the development of basic locomotion throughout their lives. They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the course Development of Basic Locomotion will enable them to form the basis of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project for the preparation of a lesson with the development of basic locomotion in kindergarten (educational activity focused on physical exercises with the development of basic locomotion). They will be professionally and methodologically qualified to teach the subjects of the educational area of Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process focused on physical exercises with the development of basic locomotion in preschool children.

- Introduction to the issue of development of basic locomotion (movement from place to place) as part of physical education in preschool and primary education: walking, running, jumping, climbing, rolling, throwing, catching. General knowledge of warm-up. Warm-up tasks, principles of warm-up, structure of warm-up.
- Basic locomotion "walking". The basic locomotor skill of man is walking, its approximation. Acquisition of basic sensations, correct posture. Examples and implementation of practical exercises. Walking on the rope with the spinning of the feet. Walking in space with crossing obstacles. Walking in a crowd behind the leading child (alignment of the right and left feet according

to the leading child). Walking with ascending and descending stairs. Walking according to a certain rhythm (alternating steps forward and backward).
- Basic locomotion "running". This basic locomotion forms the main prerequisite for other sports activities. Basic elements of the technique of running and rebounding activities. Basic exercises of the running alphabet: lifting, skipping, tripping, pre-kicking. Examples and implementation of practical exercises. Ordinary running, running on tiptoe, running with high knee lift, running with a long stride, running with stumbling, skipping, running fast (sprinting), running slow. Technique of running in place with arm work, lifting the knees or bending the trunk, stumbling, etc. (various techniques of the running alphabet). Running behind the lead child in different directions. Alternating fast and slow stretches. Starting from different positions followed by a fast run (distance up to 20 m). Slalom run or running over obstacles (at an appropriate height so that the child does not have to stop before the obstacle). Relay runs in a crowd or split relay on an oval and passing the baton at different stations or sections. Running competitions over various distances up to a maximum of 100 m.
- Basic locomotion "jump". Jump as a natural acyclic movement, by which we overcome a certain distance (height, distance, depth). It consists of three phases: bounce, flight and rebound. Examples and practical exercises. Standing continuous, jumping from a standing position, jumping forward from a standing position along a specified path. Jump from the foot into the hoop, turn, jump from the hoop (the same jump alternately in and out). Jump from foot over the jump rope placed on the ground, repeated jumps from foot over the placed jump ropes. Stand on one leg, hop from one leg to the other, then hop on one leg (2-3 jumps at the beginning). Jumps over various high obstacles from the foot or alternately. From a running start, jump onto an obstacle (Swedish box- at first only one part, gradually add parts), jump onto a mat. High jump, grabbing an object suspended on a rope (scarves, toys, balloons). High jump with a running start.
- Basic locomotion "climbing". The effectiveness of this locomotion is most proficient in supporting the squat. Climbing is used in physical exercises with the use of tools. The most common are ladders, stepladders, inclined benches and nowadays climbing walls. Examples and implementation of practical exercises: climbing on all fours, walking on all fours in a kneeling forward posture, walking on all fours in a supine backward posture, pushing backward by pushing off on a bench, pushing backward by sitting on a bench, climbing on inclined and elevated surfaces, climbing backward, climbing sideways, climbing with a big ball pushing off with the head, climbing under and over an obstacle course, climbing up, climbing down, climbing up, climbing over.
- Basic locomotion "rolling". We often include this locomotion in the games of less mature children. Examples and implementation of practical exercises. Rolling the ball in front of and around you (sitting or kneeling), rolling in pairs (facing each other, sitting spread-eagled), rolling to a target along a defined path (e.g. between two benches), rolling in an open area to a more distant target, rolling to a goal. Rolling the ball around cones (slalom), rolling the ball on a bench or rolling the ball in pairs in a seated straddle. Rolling the ball on an inclined surface (one child drops the ball and the other child tries to catch it, a slide can also be used).
- Basic locomotion "throwing". This locomotion is inherent only to humans and depends on the grasping ability of the hand. Examples and implementation of practical exercises. Passing the ball from hand to hand, a row of children pass the ball to each other, throwing it in front of them in any way, throwing it in front of them over an obstacle (at the height of the child's head, gradually increasing), throwing in a large space as far as possible (the basics of throwing at the target and at a distance). Throwing the ball one-handed into a defined space (behind the line, into a circle or into a fitball). Throwing the ball one-handed over an outstretched rope (to height). Throwing the ball one-handed through a hoop. Throwing the ball two-handed from above on the ground, throwing two-handed from above into a distance into a defined space. Bouncing the ball of different sizes.

- Basic locomotion "catching". This catching locomotion is a more complex movement than throwing. Examples and implementation of practical exercises. We perform catching with outstretched arms, later with bent ones: catching a slowly rolling object, catching a precise pass by the teacher or by the child.
- Mastering basic locomotion in the process of motor learning. Examples and implementation of practical exercises for preschool children.
- Creation of programs for teaching basic locomotion in athletics. Examples and implementation of practical exercises. for preschool children.
- Preparation and presentation of an educational activity focused on physical exercises with the development of basic locomotion. On the basis of the acquired knowledge, knowledge, experience and skills - to prepare and present a lesson (educational activity focused on physical exercises with the development of basic locomotion) in kindergarten.

Recommended literature:

Odporúčaná literatúra:

ANTALA, B. et al. 2014. Telesná a športová výchova a súčasná škola. Bratislava: NŠC, FTVŠ UK, 2014. 343 s. ISBN 978-80-971466-1-0.
KOLEKTÍV. 2014. Telesná a športová výchova – Základné lokomócie a nelokomočné pohybové zručnosti a športy v prírode. Bratislava: NŠC, FTVŠ UK, 2014. 193 s. ISBN 978-80-971466-2-7.
GRIGEĽOVÁ, I. 2014. Hra a hračka ako podporný činiteľ v predprimárnej edukácii. Bratislava: MPC, 2014. 58 s. ISBN 978-80-8052-682-5.
MASARYKOVÁ, D. 2016. Zdravie a pohyb. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre predprimárne vzdelávanie v materských školách. Bratislava: ŠPÚ, 2016. 42 s. ISBN 978-80-8118-178-8.
MIŇOVÁ, M. 2017. Pohybový program pre deti materských škôl. Rokus, 2017. 75 s. ISBN 978-80-89510-59-7.
ŠIMONEK, J., et al. 2014. Metodická príručka telesnej výchovy pre materské školy a prvý stupeň základných škôl. Bratislava: AT Publishing, 2014. 140 s. ISBN 978-80-88954-62-0.

Languages necessary to complete the course:

Slovak language and Czech language.

Notes:

Past grade distribution

Total number of evaluated students: 793

A	ABS	B	C	D	E	FX
57,5	0,0	30,64	8,07	1,39	0,88	1,51

Lecturers: Mgr. Lucia Bundová, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde235/22	Enhancement of technical creativity skills

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities: 2 hours per week seminar, total per semester 22 hours, combined form; (primarily in-person teaching).
Student workload: 11x2-hour seminar = 22 hours; 38 hours of preparation for continuous practical outputs during the semester; 15 hours of preparation for continuous assessment; 45 hours of preparation for final assessment. A total of 120 hours of student work.
Educational methods: discussion of the topic; problem-solving; applying theoretical knowledge to practice; independent student work; e-learning.

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: during the semester, students submit 2 assignments (written and verbal evaluation of practical outputs during the semester 80 points and written evaluation at the end of the semester 20 points). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E.
Continuous assessment: independent written work (the student will be defined to process partial outputs, solve problem tasks from selected thematic areas and submit them in electronic form during semester).
Final assessment: verbal defense of written work (the student will be preparing written work in electronic form and verbally present his / her own project for development of technical creativity of children with a description of chosen methodical procedure of teaching and educational activity on selected topic within a specific content unit).
Grading scale:
A (100-91%, excellent – outstanding results): the student presents theoretical knowledge excellently and can creatively and originally apply theoretical knowledge to his / her own project.
B (90-81%, very good – above the average standard): the student presents theoretical knowledge at a very good level and can creatively apply theoretical knowledge to his / her own project.
C (80-73%, good – generally sound work): the student presents theoretical knowledge at an average level and can adequately apply theoretical knowledge to his / her own project.

D (72-66%, satisfactory – fair but with significant shortcomings): the student presents theoretical knowledge at a satisfactory level and can adequately apply theoretical knowledge to his / her own project.
E (65-60%, sufficient – performance meets the minimum criteria): the student presents theoretical knowledge at a low level and has deficiencies in applying theoretical knowledge to his / her own project.
Fx (59-0%, fail – further work required): the student has significant deficiencies in field of theoretical knowledge and / or in their application to his / her own project.

Learning outcomes:

Learning outcomes/Objectives and learning outcomes: the aim of the course is to acquire theoretical knowledge and practical experience on issue of developing technical creativity of children in preschool and younger school age. By completing the course, student will acquire adequate knowledge and skills to design educational activities professionally and professionally within the framework of technical education in kindergarten and the education of technically oriented activities in the school children's club. As part of completing the subject, the student will develop the following transferable skills: communication, organizational, digital, interpersonal, as well as creativity and creativity, the ability to learn and think in context.

Class syllabus:

Course outcomes of subject (content): the subject content contributes to the goals and outcomes of education (graduate profile) with the following topics:
Goals and content of pre-school and technical education of interest. The aim of the topic is to get familiar with the goals and content of technical education in the conditions of kindergarten and children's school club. Student should acquire knowledge about the goals and content of activities for the development of children's technical creativity and be able to apply them in the framework of the design of the teaching and learning process.
Designing teaching process with an emphasis on development of children's creativity. The aim of the topic is to become familiar with the design of the teaching process in pre-primary education and in the children's school club with a focus on technical education and the use of various methods, forms, and strategies for the development of children's creativity. Student should acquire the ability to apply individual strategies, forms, and methods to activities for development of children's technical creativity (e.g., EUR method, brainstorming method, problem-based learning, effectiveness of team learning, exploratory, experiential, cooperative teaching, etc.).
Planning and preparation of activities supporting development of technical creativity. The aim of the topic is to get familiar with the planning and preparation of an activity that supports development of children's technical creativity from the point of view of teacher and educator. Also, by organizing the activity during its implementation and evaluation. Student should acquire the ability to apply individual components of teaching and education process. He / she is aware of the most important principles of development of technical creativity and is capable of planning and preparing activities for children in process of teaching and educating pre-primary education and school children's club.
Assessment of children's technical creativity. The aim of the topic is to become familiar with assessment of the level of development of children's technical creativity. Student should acquire the skills to apply individual types and assessment tools: verbal assessment, diagnostic tests, corrective help, self-assessment, and portfolio. He / she can assessment basic components of development of creativity and can identify that development of creativity also affects development of children's intelligence and cognitive level.
Influence of technology, digital technologies, and robotics on child. The aim of the topic is to acquaint student with importance of technical, digital, and robotic toys for development of children's creativity in preschool and younger school age. Student should acquire the ability to apply

knowledge about technical, digital, and robotic toys for the development of children's creativity in pre-primary education and in the school children's club.

Recommended literature:

Odporúčaná literatúra:
KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus. Dostupná na: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/PRE_DOCENTA/Kostrub_2012_knizka.pdf
KOŽUCHOVÁ, M. (2003). Obsahová dimenzia technického vzdelávania. Bratislava: UK.
KOŽUCHOVÁ, M. (1999). Rozvoj technickej tvorivosti. UK, Bratislava. https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/Publikacie/Rozvoj_technickej_tvorivosti_Kozuchova.pdf
KRAJČOVIČOVÁ, M. (2012). Tvorivosť detí predškolského a mladšieho školského veku. Prešov: PU. https://www.researchgate.net/publication/304023492_Textbook_Tvorivost_deti_predskolskeho_a_mladsieho_skolskeho_veku_Creativity_of
Štátny vzdelávací program pre predprimárne vzdelávanie materských školách. (2022). https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf
Pracovné vyučovanie pre 1. stupeň ZŠ. (2015). Bratislava: ŠPÚ. Dostupná na: www.minedu.sk
ŽOLDOŠOVÁ, K. (2016). Človek a svet práce. Metodická príručka k vzdelávacej oblasti ŠVP pre predprimárne vzdelávanie v MŠ. ŠPÚ. https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv_zrevidovane_clovek-svet-prace_na-zverejnenie.pdf

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 666

A	ABS	B	C	D	E	FX
65,77	0,0	25,53	5,41	1,65	0,3	1,35

Lecturers: doc. PaedDr. Eva Severini, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde235/22	Enhancement of technical creativity skills

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities: 2 hours per week seminar, total per semester 22 hours, combined form; (primarily in-person teaching).
Student workload: 11x2-hour seminar = 22 hours; 38 hours of preparation for continuous practical outputs during the semester; 15 hours of preparation for continuous assessment; 45 hours of preparation for final assessment. A total of 120 hours of student work.
Educational methods: discussion of the topic; problem-solving; applying theoretical knowledge to practice; independent student work; e-learning.

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: during the semester, students submit 2 assignments (written and verbal evaluation of practical outputs during the semester 80 points and written evaluation at the end of the semester 20 points). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E.
Continuous assessment: independent written work (the student will be defined to process partial outputs, solve problem tasks from selected thematic areas and submit them in electronic form during semester).
Final assessment: verbal defense of written work (the student will be preparing written work in electronic form and verbally present his / her own project for development of technical creativity of children with a description of chosen methodical procedure of teaching and educational activity on selected topic within a specific content unit).
Grading scale:
A (100-91%, excellent – outstanding results): the student presents theoretical knowledge excellently and can creatively and originally apply theoretical knowledge to his / her own project.
B (90-81%, very good – above the average standard): the student presents theoretical knowledge at a very good level and can creatively apply theoretical knowledge to his / her own project.
C (80-73%, good – generally sound work): the student presents theoretical knowledge at an average level and can adequately apply theoretical knowledge to his / her own project.

D (72-66%, satisfactory – fair but with significant shortcomings): the student presents theoretical knowledge at a satisfactory level and can adequately apply theoretical knowledge to his / her own project.
E (65-60%, sufficient – performance meets the minimum criteria): the student presents theoretical knowledge at a low level and has deficiencies in applying theoretical knowledge to his / her own project.
Fx (59-0%, fail – further work required): the student has significant deficiencies in field of theoretical knowledge and / or in their application to his / her own project.

Learning outcomes:

Learning outcomes/Objectives and learning outcomes: the aim of the course is to acquire theoretical knowledge and practical experience on issue of developing technical creativity of children in preschool and younger school age. By completing the course, student will acquire adequate knowledge and skills to design educational activities professionally and professionally within the framework of technical education in kindergarten and the education of technically oriented activities in the school children's club. As part of completing the subject, the student will develop the following transferable skills: communication, organizational, digital, interpersonal, as well as creativity and creativity, the ability to learn and think in context.

Class syllabus:

Course outcomes of subject (content): the subject content contributes to the goals and outcomes of education (graduate profile) with the following topics:
Goals and content of pre-school and technical education of interest. The aim of the topic is to get familiar with the goals and content of technical education in the conditions of kindergarten and children's school club. Student should acquire knowledge about the goals and content of activities for the development of children's technical creativity and be able to apply them in the framework of the design of the teaching and learning process.
Designing teaching process with an emphasis on development of children's creativity. The aim of the topic is to become familiar with the design of the teaching process in pre-primary education and in the children's school club with a focus on technical education and the use of various methods, forms, and strategies for the development of children's creativity. Student should acquire the ability to apply individual strategies, forms, and methods to activities for development of children's technical creativity (e.g., EUR method, brainstorming method, problem-based learning, effectiveness of team learning, exploratory, experiential, cooperative teaching, etc.).
Planning and preparation of activities supporting development of technical creativity. The aim of the topic is to get familiar with the planning and preparation of an activity that supports development of children's technical creativity from the point of view of teacher and educator. Also, by organizing the activity during its implementation and evaluation. Student should acquire the ability to apply individual components of teaching and education process. He / she is aware of the most important principles of development of technical creativity and is capable of planning and preparing activities for children in process of teaching and educating pre-primary education and school children's club.
Assessment of children's technical creativity. The aim of the topic is to become familiar with assessment of the level of development of children's technical creativity. Student should acquire the skills to apply individual types and assessment tools: verbal assessment, diagnostic tests, corrective help, self-assessment, and portfolio. He / she can assessment basic components of development of creativity and can identify that development of creativity also affects development of children's intelligence and cognitive level.
Influence of technology, digital technologies, and robotics on child. The aim of the topic is to acquaint student with importance of technical, digital, and robotic toys for development of children's creativity in preschool and younger school age. Student should acquire the ability to apply

knowledge about technical, digital, and robotic toys for the development of children's creativity in pre-primary education and in the school children's club.

Recommended literature:

Odporúčaná literatúra:
KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus. Dostupná na: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/PRE_DOCENTA/Kostrub_2012_knizka.pdf
KOŽUCHOVÁ, M. (2003). Obsahová dimenzia technického vzdelávania. Bratislava: UK.
KOŽUCHOVÁ, M. (1999). Rozvoj technickej tvorivosti. UK, Bratislava. https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/Publikacie/Rozvoj_technickej_tvorivosti_Kozuchova.pdf
KRAJČOVIČOVÁ, M. (2012). Tvorivosť detí predškolského a mladšieho školského veku. Prešov: PU. https://www.researchgate.net/publication/304023492_Textbook_Tvorivost_deti_predskolskeho_a_mladsieho_skolskeho_veku_Creativity_of
Štátny vzdelávací program pre predprimárne vzdelávanie materských školách. (2022). https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf
Pracovné vyučovanie pre 1. stupeň ZŠ. (2015). Bratislava: ŠPÚ. Dostupná na: www.minedu.sk
ŽOLDOŠOVÁ, K. (2016). Človek a svet práce. Metodická príručka k vzdelávacej oblasti ŠVP pre predprimárne vzdelávanie v MŠ. ŠPÚ. https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv_zrevidovane_clovek-svet-prace_na-zverejnenie.pdf

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 666

A	ABS	B	C	D	E	FX
65,77	0,0	25,53	5,41	1,65	0,3	1,35

Lecturers: prof. PhDr. Mária Kožuchová, CSc.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde251/22	Ethics education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
1 hour lecture + 1 hour seminar, total 22 hours per semester, combined form; (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 15 hours preparing the student for the midterm assessment-test; 15 hours preparing the student for the midterm assignment-preparation of the seminar paper; 10 hours preparing the student for the second midterm assignment-presentation of activities; 28 hours preparing the student for the final test. Total 90 hours of student work.
Learning methods:
Lecture of the teacher, explanation, discussion of the teacher with the students on the topics covered, group work of the students, interaction of the teacher with the students on the topics of ethical education, method of working with the text.

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The weighting of the prerequisites for successful completion of the course is 10/10/20/60. During the semester, the student will submit a term paper with a maximum of 10 points (min. 6 points). In addition, the student will present an activity focused on the topic of Ethics Education with a maximum of 10 points (min. 6 points). The student will take a midterm test focusing on the theoretical background with a maximum of 20 points (min. 12 points) and the student will take a final test with a maximum of 60 points (min. 36 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than half of the points in any of the four conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),

E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-Excellent performance, student knows, masters, creates, and critically evaluates, student masters basic theoretical knowledge, student is active and proactive, responds comfortably to prompts and questions from the instructor;
B-Excellent performance, student knows, masters knowledge of Ethics Education but critical thinking is borderline, student masters basic theoretical knowledge with minor deficiencies, student is active and proactive, responds comfortably to prompts and questions from the instructor;
C-good performance, the student does master specific knowledge of the subject Ethics Education, but creativity, critical thinking and application of knowledge in practice are at a borderline level, the student responds actively to the challenges and questions of the teacher, but is not active and proactive himself, does not ask questions in the problem addressed;
D- the student masters theoretical knowledge at a below-average level and with problems can apply them in critical thinking, he/she is not very active in teaching, does not bring new solutions, is in the role of a passive observer;
E- the student's work meets the minimum criteria, he/she has insufficient mastery of theoretical knowledge, which is at a below average level, responds to the questions and challenges of the teacher with considerable inaccuracies, the student is not active and initiative and does not ask questions in the context of the problem addressed;
Fx - the student's work does not meet the requirements for passing the course in any of the required conditions and the course must be repeated.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
After completing the course, the student can define and explain the key concepts of Ethics Education, understand the essence of ethical categories, distinguish the target and procedural components of Ethics Education, characterize the Ethics Education program in the Slovak Republic, argue and justify the introduction of Ethical Education as a school subject in kindergartens and primary schools at the first level, take a position and opinion on the current trends of value education, pro-social education, apply in pedagogical practice innovative methods in the formation of moral identity of the pupil. The student will also be able to characterize prosocial behaviour, morality and its basic types and functions.

Class syllabus:
Course outcomes of subject (content):
Introduction to the subject, definition of basic terms, basic terminology: education, ethics, morality, ethical education, professional ethics of teachers. The topic focuses on the correct terminology in the field of ethics education and ethics. The student is introduced to basic terminology and content in the context of ethics education. The graduate of the study programme acquires basic terminological knowledge and competences related to the issues of pre-school and elementary pedagogy. The student is able to actively acquire new knowledge in the field of ethics education from lectures and direct application by completing assignments for seminars.
Ethics and value essence of ethical categories - good and evil, duty, freedom and responsibility, justice. The good as a key ethical category. The aim of the topic is to become familiar with ethics and ethical categories. The student should acquire the basic definition of ethical categories and be able to solve problems in the field of ethical categories. The student is able to independently acquire new knowledge in the field of ethical categories and actively expand his/her knowledge.
Pedagogy of ethics education (L. Lenz), educational project Roche-Olivar, goal and process components of ethics education - model of education to prosociality (R.R. Olivar). The aim of the topic is to get acquainted with the concept of the model of education to prosociality and the concept

of ethics education. The student is to acquire the ability to emphasize prosocial values. He/she can define and justify the program of Ethics Education in pre-primary and primary education.
Ethics education as a value education. Objectives, content and process - general characteristics. The aim of the topic is to become familiar with Ethics Education as a values education. The student is to acquire knowledge of Ethics as a science and its place in the system of cognition. The student is able to evaluate Ethics Education as a value education in the structure of Ethics and is able to apply Ethics Education to other scientific disciplines.
Ethics education in Slovakia - general characteristics of the school subject in kindergartens and at the first level of primary school. The aim of the topic is to familiarize students with Ethics Education in Slovakia through the curricula for pre-primary and primary education and the overall concept of the basic documents at the level of state educational programmes. The student should acquire the ability to apply the topics of Ethics Education to activities and activities for kindergarten children and primary education students.
Ethics education in the context of the Slovak education system, Man and society, Man and values. Curriculum of Ethics Education in the Slovak Republic. The aim of the topic is to get acquainted with the overall concept of the basic documents related to Ethics education in pre-primary and primary education. The student is to acquire knowledge about Ethical Education in the field of Curriculum and educational areas. The student is able to evaluate the subject area of Ethics Education in pre-primary education (Man and Society) and in primary education (Man and Values).
Education for prosociality. The aim of the topic is to familiarize students to education for prosociality and prosocial behavior. The student is to acquire the ability to apply education for prosociality to practice. The student is able to design activities and activities for children and youth in the field of education for prosociality.
Characteristics of the concept of morality - morality and its basic functions. The aim of the topic is to become familiar with the concept of morality, its basic functions and types of morals. The student is to acquire knowledge about the spiritual sphere of the life of society, about morality and its basic functions and types. He/she can define them and can form simple definitions.
Ethics education in the context of the Convention on the Rights of the Child. The aim of the topic is to make students aware of Ethical Education in the context of the Convention on the Rights of the Child. The student is to acquire the ability to apply the themes of Ethics Education to the content of the subject Ethics Education. He/she is able to apply activities and activities on child rights issues in the curriculum of Ethics Education in pre-primary and primary education.

Recommended literature:

Compulsory/Recommended readings:

KRÍŽOVÁ, O., LENCZ, L. 1993- doteraz. Metodické príručky I.- III. Bratislava: MC Bratislava,1993. ISBN 80-85185-34-2.
VARGOVÁ, D. Výchova k prosociálnosti ako prostriedok, nie cieľ etickej výchovy. Zborník ved. štúdií: Dobro a zlo, alebo o morálke. UMB Banská Bystrica, 2013. ISBN 978-80-557-0538-5.
KALISKÝ, J. a kol. Dobro a zlo, alebo o morálke. B. Bystrica: UMB B. Bystrica, 2013. ISBN 978-80-557-0538-5.
KORIM, V. Premeny etickej výchovy v európskom kontexte. Banská Bystrica: UMB Banská Bystrica, 2008. ISBN 978-80-8083-661-0.
LENCZ, L. Pedagogika etickej výchovy. Bratislava: MPC Bratislava, 1993. ISBN 80-85185-49-0.
OLIVAR, R. R. Etická výchova. Bratislava: Orbis Pictus Istropolitana, 1992. ISBN 80-7158-001-5.

Languages necessary to complete the course:

Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 786

A	ABS	B	C	D	E	FX
65,52	0,0	21,5	9,29	2,16	1,02	0,51

Lecturers: Mgr. Ivan Čavojský, PhD., prof. PhDr. Erich Mistrík, CSc.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde251/22	Ethics education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
1 hour lecture + 1 hour seminar, total 22 hours per semester, combined form; (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 15 hours preparing the student for the midterm assessment-test; 15 hours preparing the student for the midterm assignment-preparation of the seminar paper; 10 hours preparing the student for the second midterm assignment-presentation of activities; 28 hours preparing the student for the final test. Total 90 hours of student work.
Learning methods:
Lecture of the teacher, explanation, discussion of the teacher with the students on the topics covered, group work of the students, interaction of the teacher with the students on the topics of ethical education, method of working with the text.

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The weighting of the prerequisites for successful completion of the course is 10/10/20/60. During the semester, the student will submit a term paper with a maximum of 10 points (min. 6 points). In addition, the student will present an activity focused on the topic of Ethics Education with a maximum of 10 points (min. 6 points). The student will take a midterm test focusing on the theoretical background with a maximum of 20 points (min. 12 points) and the student will take a final test with a maximum of 60 points (min. 36 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than half of the points in any of the four conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),

E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-Excellent performance, student knows, masters, creates, and critically evaluates, student masters basic theoretical knowledge, student is active and proactive, responds comfortably to prompts and questions from the instructor;
B-Excellent performance, student knows, masters knowledge of Ethics Education but critical thinking is borderline, student masters basic theoretical knowledge with minor deficiencies, student is active and proactive, responds comfortably to prompts and questions from the instructor;
C-good performance, the student does master specific knowledge of the subject Ethics Education, but creativity, critical thinking and application of knowledge in practice are at a borderline level, the student responds actively to the challenges and questions of the teacher, but is not active and proactive himself, does not ask questions in the problem addressed;
D- the student masters theoretical knowledge at a below-average level and with problems can apply them in critical thinking, he/she is not very active in teaching, does not bring new solutions, is in the role of a passive observer;
E- the student's work meets the minimum criteria, he/she has insufficient mastery of theoretical knowledge, which is at a below average level, responds to the questions and challenges of the teacher with considerable inaccuracies, the student is not active and initiative and does not ask questions in the context of the problem addressed;
Fx - the student's work does not meet the requirements for passing the course in any of the required conditions and the course must be repeated.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
After completing the course, the student can define and explain the key concepts of Ethics Education, understand the essence of ethical categories, distinguish the target and procedural components of Ethics Education, characterize the Ethics Education program in the Slovak Republic, argue and justify the introduction of Ethical Education as a school subject in kindergartens and primary schools at the first level, take a position and opinion on the current trends of value education, pro-social education, apply in pedagogical practice innovative methods in the formation of moral identity of the pupil. The student will also be able to characterize prosocial behaviour, morality and its basic types and functions.

Class syllabus:
Course outcomes of subject (content):
Introduction to the subject, definition of basic terms, basic terminology: education, ethics, morality, ethical education, professional ethics of teachers. The topic focuses on the correct terminology in the field of ethics education and ethics. The student is introduced to basic terminology and content in the context of ethics education. The graduate of the study programme acquires basic terminological knowledge and competences related to the issues of pre-school and elementary pedagogy. The student is able to actively acquire new knowledge in the field of ethics education from lectures and direct application by completing assignments for seminars.
Ethics and value essence of ethical categories - good and evil, duty, freedom and responsibility, justice. The good as a key ethical category. The aim of the topic is to become familiar with ethics and ethical categories. The student should acquire the basic definition of ethical categories and be able to solve problems in the field of ethical categories. The student is able to independently acquire new knowledge in the field of ethical categories and actively expand his/her knowledge.
Pedagogy of ethics education (L. Lenz), educational project Roche-Olivar, goal and process components of ethics education - model of education to prosociality (R.R. Olivar). The aim of the topic is to get acquainted with the concept of the model of education to prosociality and the concept

of ethics education. The student is to acquire the ability to emphasize prosocial values. He/she can define and justify the program of Ethics Education in pre-primary and primary education.
Ethics education as a value education. Objectives, content and process - general characteristics. The aim of the topic is to become familiar with Ethics Education as a values education. The student is to acquire knowledge of Ethics as a science and its place in the system of cognition. The student is able to evaluate Ethics Education as a value education in the structure of Ethics and is able to apply Ethics Education to other scientific disciplines.
Ethics education in Slovakia - general characteristics of the school subject in kindergartens and at the first level of primary school. The aim of the topic is to familiarize students with Ethics Education in Slovakia through the curricula for pre-primary and primary education and the overall concept of the basic documents at the level of state educational programmes. The student should acquire the ability to apply the topics of Ethics Education to activities and activities for kindergarten children and primary education students.
Ethics education in the context of the Slovak education system, Man and society, Man and values. Curriculum of Ethics Education in the Slovak Republic. The aim of the topic is to get acquainted with the overall concept of the basic documents related to Ethics education in pre-primary and primary education. The student is to acquire knowledge about Ethical Education in the field of Curriculum and educational areas. The student is able to evaluate the subject area of Ethics Education in pre-primary education (Man and Society) and in primary education (Man and Values).
Education for prosociality. The aim of the topic is to familiarize students to education for prosociality and prosocial behavior. The student is to acquire the ability to apply education for prosociality to practice. The student is able to design activities and activities for children and youth in the field of education for prosociality.
Characteristics of the concept of morality - morality and its basic functions. The aim of the topic is to become familiar with the concept of morality, its basic functions and types of morals. The student is to acquire knowledge about the spiritual sphere of the life of society, about morality and its basic functions and types. He/she can define them and can form simple definitions.
Ethics education in the context of the Convention on the Rights of the Child. The aim of the topic is to make students aware of Ethical Education in the context of the Convention on the Rights of the Child. The student is to acquire the ability to apply the themes of Ethics Education to the content of the subject Ethics Education. He/she is able to apply activities and activities on child rights issues in the curriculum of Ethics Education in pre-primary and primary education.

Recommended literature:

Compulsory/Recommended readings:

KRÍŽOVÁ, O., LENCZ, L. 1993- doteraz. Metodické príručky I.- III. Bratislava: MC Bratislava,1993. ISBN 80-85185-34-2.
VARGOVÁ, D. Výchova k prosociálnosti ako prostriedok, nie cieľ etickej výchovy. Zborník ved. štúdií: Dobro a zlo, alebo o morálke. UMB Banská Bystrica, 2013. ISBN 978-80-557-0538-5.
KALISKÝ, J. a kol. Dobro a zlo, alebo o morálke. B. Bystrica: UMB B. Bystrica, 2013. ISBN 978-80-557-0538-5.
KORIM, V. Premeny etickej výchovy v európskom kontexte. Banská Bystrica: UMB Banská Bystrica, 2008. ISBN 978-80-8083-661-0.
LENCZ, L. Pedagogika etickej výchovy. Bratislava: MPC Bratislava, 1993. ISBN 80-85185-49-0.
OLIVAR, R. R. Etická výchova. Bratislava: Orbis Pictus Istropolitana, 1992. ISBN 80-7158-001-5.

Languages necessary to complete the course:

Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 786

A	ABS	B	C	D	E	FX
65,52	0,0	21,5	9,29	2,16	1,02	0,51

Lecturers: Mgr. Ivan Čavojský, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPde221/22	**Course title:** Foreign language (professional terminology) – English

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours per week (seminar), 22 h per semester
Form: in-person, combined
Student's workload:
11x2 hours of direct teaching = 22 hours; hours – analysis of literature and preparation for seminars; 15 hours – preparation of PowerPoint presentation; 20 hours – translation of an English professional text to Slovak; 20 hours – writing an essay and a BA thesis abstract; 10 hours – preparation for final assessment. Total – 90 hours of student's work.
Teaching methods: interview; discussion on the subject; brainstorming; working with text; teaching based on real-life experience; method of students' independent work; questionstorming; quickstorming; consensus method; methods of developing students' critical thinking and creativity.

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
During the semester, the student presents a PowerPoint presentation worth 25 points, an essay and a bachelor thesis ABSTRACT worth 25 points; a translation of a professional English text into the Slovak language worth 25 points; assignments on current topics in the field of pre-primary education worth 25 points. For the final assessment, at least 91 points must be obtained for awarding student A, at least 81 points for B, at least 73 points for C, at least 66 points for D and at least 60 points for E. Credits will not be awarded to a student who fails to complete any out of the four required assignments. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results)
E (65-60%, fair - results meet the minimum criteria),
Fx (59-0%, inadequate - additional work required)
The assessment conditions are as follows:

A (100-95%: excellent - outstanding results): the student systematically prepares for seminars, develops, presents, and solves tasks, assignments and activities creatively, can react promptly and spontaneously during seminars, takes initiative, brings his/her own experience and insights from the field of pre-primary education to the class, his/her oral and written general and professional English are at an excellent level.
B (94-89%: very good, above average standard): the student prepares responsibly for seminars, develops, and presents tasks, assignments and activities creatively, during the seminars the student is able to react promptly and solve problems in the field of pre-primary education, the student regularly takes initiative, his/her oral and written English is of a very good standard, his/her performance is of good quality with minor shortcomings.
C (88- 73%, good - regular reliable work): the student develops and presents assignments, tasks and activities at an average, i.e., good level, he/she is not always able to respond promptly during seminars and is not able to fully solve all types of problems in the field of pre-primary education, he/she does not take initiative himself/herself, his/her oral and written English and communication style is at an average level.
D (79- 72%, satisfactory - acceptable results): The student develops and presents assignments and activities at a satisfactory level, is unable to respond on the pre-primary education issues being addressed, is quite inactive, takes the role of a passive observer, his oral and written English is seriously deficient, memorisation prevails over creative and critical thinking.
E (71-60%, sufficient - results meet minimum criteria: student develops and presents assignments, tasks, and activities at a low level, cannot react appropriately during seminars to the pre-primary education issues addressed, is not at all proactive and creative, the student is in the position of a passive recipient, his/her oral and written English language meets minimum requirements.
Fx (59-0%, Inadequate - extra work required: This grade will be awarded if the student fails to develop and present some assignments, tasks, and activities that would enable him/her to meet at least the minimum criteria for being awarded by a higher grade.
The evaluation also includes:
-active participation in seminars conducted as full-time / distance / combined / hybrid form of teaching in accordance with the study regulations, absence of students is tolerated for medical reasons, which the student must prove with a medical record and for other justified reasons (funeral, wedding, official summons, etc.)
- student’s in-semester activities and elaborating of partial assignments on given topics and their submission electronically in an agreed time.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim is to develop and consolidate students' basic language skills, to increase their linguistic competence in English, with a focus on professional terminology and academic skills in the field of preschool and elementary education; to acquire professional vocabulary and a necessary level of communicative competence in professional communicative situations; to understand presentations and talks on professional topics in the field as well as authentic professional texts, to speak fluently on selected topics, to express their opinions in discussions and presentations as well as to react adequately and promptly in given professional situations. In written speech, students are able formulate ideas and opinions in order to solve problems while maintaining an appropriate style and structure of the text. At the same time, students are introduced to the specifics of language used in academic settings in both spoken language and in writing. In addition to language skills, students develop critical thinking, creative thinking, pro-social, and future-oriented thinking. As a part of the learning outcomes, students will acquire the ability to work with new information and communication technologies and to develop digital literacy; the ability to work effectively with local and international databases providing a wide range of information and data on early childhood

and elementary education. Students will be introduced to different types of professional texts and to the procedures needed for mastering this kind of texts. Students will be exposed to numerous opportunities for presenting and discussing issues in English. They will get the opportunity to discuss various current issues in the field of pre-school education, after-school clubs' education, and leisure time centres activities, in a friendly and open atmosphere. The students will use the acquired knowledge in writing their bachelor's thesis, their final papers, projects, seminar papers, etc. The acquired knowledge may well be used in student's language certification in the evaluation of European university students, in student mobilities and internships abroad, their scientific and professional activities, their participation in foreign and local professional events. The students will build an overall language readiness for employment in the global labour market.

Class syllabus:

Course outcomes of subject (content):
Working with professional texts concerning preschool and elementary pedagogy. Reading and listening comprehension of professional English text. Types of reading techniques necessary for working with a professional text. Summarising of professional texts. Writing abstracts and essays. Presentation skills in English. Developing and deepening communicative competence in the English language. Methods and forms of work supporting the development of critical thinking and creativity and the use of digital technologies.
The content focus of the course is based on the profile of a graduate of the Bachelor's degree programme in Early Childhood and Elementary Education within the field of study Teaching and Educational Sciences. The range of topics, assignments, and essays is mainly focused on new challenges and perspectives in the 21st century pre-primary and primary education and the current issues related to the reform of pre-primary education in Slovakia as introduced in the curriculum documents, State Educational Programme for Pre-primary Education, School Educational Programme for Pre-primary Education in Kindergartens and the European Commission's Initiatives and Recommendations regarding the improvement of the quality of education and care in early childhood education.
In the PowerPoint presentation, students present learning activities (various types of games for teaching English to young learners in after-school clubs, pre-primary facilities, school clubs and free time centres) with appropriate didactic descriptions. Creativity, originality, motivation, methods, techniques, procedures, comments, variations, visual and didactic material, etc. are evaluated.

Recommended literature:

Odporúčaná literatúra:
CALABRESE, I,RAMPONE,S. 2011.(4th Edition).Cross-Currical Resources for Young Learners. Oxford University Press.
COMFORT, J.1995. Effective Presentations. Oxford University Press. .
GAVORA, P.,MAREŠ, J. 1998. 2.vydanie. Anglicko-slovenský pedagogický slovník/English-Slovak Educational Dictionary. Bratislava: IRIS.
LEWIS,G., BEDSON,G.2004 . (Sixth impression). GAMES FOR CHILDREN. Oxford University Press.
MORISSON, G.S. 2021. (15th Edition). Early Childhood Education Today.PEARSON
Monografie, odborné články ,výskumné štúdie zo zahraničných časopisov a zborníkov z vedeckých konferencií, z internetu v oblasti predprimárneho vzdelávania, učebnice (coursebooks) pre deti predškolského veku a žiakov mladšieho školského veku publikované výlučne v anglickom jazyku od autorov z celého sveta zahrňujúc napr. vydavateľstva Oxford University Press-RESOURCE BOOKS FOR TEACHERS, Cambridge University Press, PEARSON, MacMillan, Springer Education.

Languages necessary to complete the course:

English at minimum B1 (CEFR) level and proficient Slovak needed for translation of professional texts is required.

Notes:

Past grade distribution
Total number of evaluated students: 570

A	ABS	B	C	D	E	FX
74,04	0,0	16,32	5,96	1,93	1,05	0,7

Lecturers: Mgr. Kristína Uhlíková

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPde221/22	**Course title:** Foreign language (professional terminology) – English

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours per week (seminar), 22 h per semester
Form: in-person, combined
Student's workload:
11x2 hours of direct teaching = 22 hours; hours – analysis of literature and preparation for seminars; 15 hours – preparation of PowerPoint presentation; 20 hours – translation of an English professional text to Slovak; 20 hours – writing an essay and a BA thesis abstract; 10 hours – preparation for final assessment. Total – 90 hours of student's work.
Teaching methods: interview; discussion on the subject; brainstorming; working with text; teaching based on real-life experience; method of students' independent work; questionstorming; quickstorming; consensus method; methods of developing students' critical thinking and creativity.

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
During the semester, the student presents a PowerPoint presentation worth 25 points, an essay and a bachelor thesis ABSTRACT worth 25 points; a translation of a professional English text into the Slovak language worth 25 points; assignments on current topics in the field of pre-primary education worth 25 points. For the final assessment, at least 91 points must be obtained for awarding student A, at least 81 points for B, at least 73 points for C, at least 66 points for D and at least 60 points for E. Credits will not be awarded to a student who fails to complete any out of the four required assignments. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results)
E (65-60%, fair - results meet the minimum criteria),
Fx (59-0%, inadequate - additional work required)
The assessment conditions are as follows:

A (100-95%: excellent - outstanding results): the student systematically prepares for seminars, develops, presents, and solves tasks, assignments and activities creatively, can react promptly and spontaneously during seminars, takes initiative, brings his/her own experience and insights from the field of pre-primary education to the class, his/her oral and written general and professional English are at an excellent level.
B (94-89%: very good, above average standard): the student prepares responsibly for seminars, develops, and presents tasks, assignments and activities creatively, during the seminars the student is able to react promptly and solve problems in the field of pre-primary education, the student regularly takes initiative, his/her oral and written English is of a very good standard, his/her performance is of good quality with minor shortcomings.
C (88- 73%, good - regular reliable work): the student develops and presents assignments, tasks and activities at an average, i.e., good level, he/she is not always able to respond promptly during seminars and is not able to fully solve all types of problems in the field of pre-primary education, he/she does not take initiative himself/herself, his/her oral and written English and communication style is at an average level.
D (79- 72%, satisfactory - acceptable results): The student develops and presents assignments and activities at a satisfactory level, is unable to respond on the pre-primary education issues being addressed, is quite inactive, takes the role of a passive observer, his oral and written English is seriously deficient, memorisation prevails over creative and critical thinking.
E (71-60%, sufficient - results meet minimum criteria: student develops and presents assignments, tasks, and activities at a low level, cannot react appropriately during seminars to the pre-primary education issues addressed, is not at all proactive and creative, the student is in the position of a passive recipient, his/her oral and written English language meets minimum requirements.
Fx (59-0%, Inadequate - extra work required: This grade will be awarded if the student fails to develop and present some assignments, tasks, and activities that would enable him/her to meet at least the minimum criteria for being awarded by a higher grade.
The evaluation also includes:
-active participation in seminars conducted as full-time / distance / combined / hybrid form of teaching in accordance with the study regulations, absence of students is tolerated for medical reasons, which the student must prove with a medical record and for other justified reasons (funeral, wedding, official summons, etc.)
- student’s in-semester activities and elaborating of partial assignments on given topics and their submission electronically in an agreed time.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim is to develop and consolidate students' basic language skills, to increase their linguistic competence in English, with a focus on professional terminology and academic skills in the field of preschool and elementary education; to acquire professional vocabulary and a necessary level of communicative competence in professional communicative situations; to understand presentations and talks on professional topics in the field as well as authentic professional texts, to speak fluently on selected topics, to express their opinions in discussions and presentations as well as to react adequately and promptly in given professional situations. In written speech, students are able formulate ideas and opinions in order to solve problems while maintaining an appropriate style and structure of the text. At the same time, students are introduced to the specifics of language used in academic settings in both spoken language and in writing. In addition to language skills, students develop critical thinking, creative thinking, pro-social, and future-oriented thinking. As a part of the learning outcomes, students will acquire the ability to work with new information and communication technologies and to develop digital literacy; the ability to work effectively with local and international databases providing a wide range of information and data on early childhood

and elementary education. Students will be introduced to different types of professional texts and to the procedures needed for mastering this kind of texts. Students will be exposed to numerous opportunities for presenting and discussing issues in English. They will get the opportunity to discuss various current issues in the field of pre-school education, after-school clubs' education, and leisure time centres activities, in a friendly and open atmosphere. The students will use the acquired knowledge in writing their bachelor's thesis, their final papers, projects, seminar papers, etc. The acquired knowledge may well be used in student's language certification in the evaluation of European university students, in student mobilities and internships abroad, their scientific and professional activities, their participation in foreign and local professional events. The students will build an overall language readiness for employment in the global labour market.

Class syllabus:

Course outcomes of subject (content):
Working with professional texts concerning preschool and elementary pedagogy. Reading and listening comprehension of professional English text. Types of reading techniques necessary for working with a professional text. Summarising of professional texts. Writing abstracts and essays. Presentation skills in English. Developing and deepening communicative competence in the English language. Methods and forms of work supporting the development of critical thinking and creativity and the use of digital technologies.
The content focus of the course is based on the profile of a graduate of the Bachelor's degree programme in Early Childhood and Elementary Education within the field of study Teaching and Educational Sciences. The range of topics, assignments, and essays is mainly focused on new challenges and perspectives in the 21st century pre-primary and primary education and the current issues related to the reform of pre-primary education in Slovakia as introduced in the curriculum documents, State Educational Programme for Pre-primary Education, School Educational Programme for Pre-primary Education in Kindergartens and the European Commission's Initiatives and Recommendations regarding the improvement of the quality of education and care in early childhood education.
In the PowerPoint presentation, students present learning activities (various types of games for teaching English to young learners in after-school clubs, pre-primary facilities, school clubs and free time centres) with appropriate didactic descriptions. Creativity, originality, motivation, methods, techniques, procedures, comments, variations, visual and didactic material, etc. are evaluated.

Recommended literature:

Odporúčaná literatúra:
CALABRESE, I,RAMPONE,S. 2011.(4th Edition).Cross-Curricular Resources for Young Learners. Oxford University Press.
COMFORT, J.1995. Effective Presentations. Oxford University Press. .
GAVORA, P.,MAREŠ, J. 1998. 2.vydanie. Anglicko-slovenský pedagogický slovník/English-Slovak Educational Dictionary. Bratislava: IRIS.
LEWIS,G., BEDSON,G.2004 . (Sixth impression). GAMES FOR CHILDREN. Oxford University Press.
MORISSON, G.S. 2021. (15th Edition). Early Childhood Education Today.PEARSON
Monografie, odborné články ,výskumné štúdie zo zahraničných časopisov a zborníkov z vedeckých konferencií, z internetu v oblasti predprimárneho vzdelávania, učebnice (coursebooks) pre deti predškolského veku a žiakov mladšieho školského veku publikované výlučne v anglickom jazyku od autorov z celého sveta zahrňujúc napr. vydavateľstva Oxford University Press-RESOURCE BOOKS FOR TEACHERS, Cambridge University Press, PEARSON, MacMillan, Springer Education.

Languages necessary to complete the course:

English at minimum B1 (CEFR) level and proficient Slovak needed for translation of professional texts is required.

Notes:

Past grade distribution
Total number of evaluated students: 570

A	ABS	B	C	D	E	FX
74,04	0,0	16,32	5,96	1,93	1,05	0,7

Lecturers: Mgr. Kristína Uhlíková

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPde222/22	**Course title:** Foreign language (professional terminology) – German

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Type, scope and methods of training activities
Scope, type/method of teaching:
2 hours per week seminar, total 22 hours per semester; combined form; (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 20 hours of preparation for direct teaching, 20 hours of preparation for the interim test, 28 hours of preparation for the final test. A total of 90 hours of student work.
Learning methods:
Motivational (motivational demonstration of the specifics of professional language in a given field), expository (explanation of the characteristics of professional language), fixation (training of professional terminology in context), diagnostic and classification, etc.

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
There will be one test during the semester for which 20 points may be earned, and 80 points may be earned on the final test. A total of 100 points.
A (100-91), B (90-81), C (80-71), D (70-61), E (60-51), Fx (50-0).
Verbal evaluation:Course completion requirements:
There will be one test during the semester for which 20 points may be earned, and 80 points may be earned on the final test. A total of 100 points.
A (100-91), B (90-81), C (80-71), D (70-61), E (60-51), Fx (50-0).
Verbal evaluation:
A-excellent performance, the student has an excellent level of proficiency in the terminology of the field
B-Excellent performance, the student knows the technical terminology in the field at an excellent level, makes minor errors.
C-good performance, the student has a good level of proficiency in the technical terminology of the domain, makes minor errors occurring fairly frequently
D-Satisfactory performance, the student is proficient in the technical terminology of the domain

with problems and has satisfactory results in formulating a professional speech
E-Satisfactory performance, the student has a sufficient level of proficiency in the technical terminology of the field and has reasonably satisfactory results in the formulation of a professional speech.
A-excellent performance, the student has an excellent level of proficiency in the terminology of the field
B-Excellent performance, the student knows the technical terminology in the field at an excellent level, makes minor errors.
C-good performance, the student has a good level of proficiency in the technical terminology of the domain, makes minor errors occurring fairly frequently
D-Satisfactory performance, the student is proficient in the technical terminology of the domain with problems and has satisfactory results in formulating a professional speech
E-Satisfactory performance, the student has a sufficient level of proficiency in the technical terminology of the field and has reasonably satisfactory results in the formulation of a professional speech.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to acquire a basic orientation in the professional terminology of the field
Learning outcomes: the graduate of the course will become familiar with various types of professional texts in the field of social and pedagogical sciences, as well as the procedures of working with professional text as a basic source of obtaining professional information. The student will acquire the following transferable competences: communication skills based on the use of correct terminology in a professional context and analytical skills based on the analysis of the terminological system of a given professional text. Knowledge: the student is familiar with the basic terminology of the field. Skills: the student applies professional terminology in context to the production of texts.
Competences: the student is competent in professional terminology and knows the principles of acquiring new terminological units in context.

Class syllabus:

Course outcomes of subject (content):
up-to-date professional texts in the field of pedagogical and social sciences. Reading and listening comprehension in the field of professional text. Types of reading necessary for working with a professional text. Summarising a professional text. Writing an abstract. Presentation skills in German.

Recommended literature:

Compulsory/Recommended readings:
Required reading:
Current professional texts in the field of educational and social sciences.
ROELCKE, T. Fachsprachen. Berlin: Erich Schmidt Verlag, 2010. ISBN 13978-3503122219.
Recommended reading:
STOLZE, R. Fachübersetzen - Ein Lehrbuch für Theorie und Praxis. Berlin: Frank&Timme Verlag, 2009. ISBN 978-3-86596-257-7.

Languages necessary to complete the course:

German language

Notes:

Past grade distribution
Total number of evaluated students: 47

A	ABS	B	C	D	E	FX
68,09	0,0	12,77	14,89	2,13	2,13	0,0

Lecturers:

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde222/22	Foreign language (professional terminology) – German

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Type, scope and methods of training activities
Scope, type/method of teaching:
2 hours per week seminar, total 22 hours per semester; combined form; (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 20 hours of preparation for direct teaching, 20 hours of preparation for the interim test, 28 hours of preparation for the final test. A total of 90 hours of student work.
Learning methods:
Motivational (motivational demonstration of the specifics of professional language in a given field), expository (explanation of the characteristics of professional language), fixation (training of professional terminology in context), diagnostic and classification, etc.

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
There will be one test during the semester for which 20 points may be earned, and 80 points may be earned on the final test. A total of 100 points.
A (100-91), B (90-81), C (80-71), D (70-61), E (60-51), Fx (50-0).
Verbal evaluation:Course completion requirements:
There will be one test during the semester for which 20 points may be earned, and 80 points may be earned on the final test. A total of 100 points.
A (100-91), B (90-81), C (80-71), D (70-61), E (60-51), Fx (50-0).
Verbal evaluation:
A-excellent performance, the student has an excellent level of proficiency in the terminology of the field
B-Excellent performance, the student knows the technical terminology in the field at an excellent level, makes minor errors.
C-good performance, the student has a good level of proficiency in the technical terminology of the domain, makes minor errors occurring fairly frequently
D-Satisfactory performance, the student is proficient in the technical terminology of the domain

with problems and has satisfactory results in formulating a professional speech
E-Satisfactory performance, the student has a sufficient level of proficiency in the technical terminology of the field and has reasonably satisfactory results in the formulation of a professional speech.
A-excellent performance, the student has an excellent level of proficiency in the terminology of the field
B-Excellent performance, the student knows the technical terminology in the field at an excellent level, makes minor errors.
C-good performance, the student has a good level of proficiency in the technical terminology of the domain, makes minor errors occurring fairly frequently
D-Satisfactory performance, the student is proficient in the technical terminology of the domain with problems and has satisfactory results in formulating a professional speech
E-Satisfactory performance, the student has a sufficient level of proficiency in the technical terminology of the field and has reasonably satisfactory results in the formulation of a professional speech.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to acquire a basic orientation in the professional terminology of the field
Learning outcomes: the graduate of the course will become familiar with various types of professional texts in the field of social and pedagogical sciences, as well as the procedures of working with professional text as a basic source of obtaining professional information. The student will acquire the following transferable competences: communication skills based on the use of correct terminology in a professional context and analytical skills based on the analysis of the terminological system of a given professional text. Knowledge: the student is familiar with the basic terminology of the field. Skills: the student applies professional terminology in context to the production of texts.
Competences: the student is competent in professional terminology and knows the principles of acquiring new terminological units in context.

Class syllabus:

Course outcomes of subject (content):
up-to-date professional texts in the field of pedagogical and social sciences. Reading and listening comprehension in the field of professional text. Types of reading necessary for working with a professional text. Summarising a professional text. Writing an abstract. Presentation skills in German.

Recommended literature:

Compulsory/Recommended readings:
Required reading:
Current professional texts in the field of educational and social sciences.
ROELCKE, T. Fachsprachen. Berlin: Erich Schmidt Verlag, 2010. ISBN 13978-3503122219.
Recommended reading:
STOLZE, R. Fachübersetzen - Ein Lehrbuch für Theorie und Praxis. Berlin: Frank&Timme Verlag, 2009. ISBN 978-3-86596-257-7.

Languages necessary to complete the course:

German language

Notes:

Past grade distribution
Total number of evaluated students: 47

A	ABS	B	C	D	E	FX
68,09	0,0	12,77	14,89	2,13	2,13	0,0

Lecturers:

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPPP/B-PEPde112/22	**Course title:** Games in education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organisational form
1 hour lecture + 1 hour seminar, total 22 hours per semester, combined form; (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 25 hours preparing for seminars and preparing the student for the midterm assignment; 15 hours preparing the student for the midterm test; 28 hours preparing the student for the final test. Total of 90 hours of student work.
Teaching methods: lecture by the teacher, explanation, discussion and interaction on the topics covered, work of students in groups, method of independent work, method of working with textual material.

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The weight of the prerequisites for successful completion of the course is 15/10/15/60. During the semester, the student will submit a term paper - portfolio with a maximum of 15 points (minimum 9 points). Furthermore, the student will present an activity/game proposal with a maximum of 10 points (min. 6 points). The student will pass a mid-term test focused on theoretical knowledge with a maximum of 15 points (min. 6 points). The student will also take a final test with a maximum of 60 points (min. 35 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than half of the points in any of the four conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),

Fx (59-0%, inadequate - additional work required)
A-Excellent performance, the student knows the laws and principles of the operation of games and its use in pre-primary and primary education; solves problems creatively, can respond automatically and comfortably as well as spontaneously during lectures, the student is active and takes initiative, asks questions about the specific problem being solved;
B-excellent performance, the student knows the laws and principles of the functioning of games and its use in pre-primary and primary education with minor deficiencies; the student can react promptly and spontaneously during lectures, asks questions on the specific problem solved;
C-good performance, the student masters the laws and principles of the functioning of games and its use in pre-primary and primary education at a good level, although the student masters specific knowledge, but he/she is not active, does not ask questions in the context of the solved problem;
D- the student masters the theoretical knowledge at a below-average level and with problems can apply it in critical thinking, he/she masters the theoretical knowledge with minor gaps, but he/she is unable to apply it to the solution of practical activities. During the teaching he/she is not very active, does not bring new solutions, is in the role of a passive observer;
E- student's work meets the minimum criteria, responds to the teacher's prompts with inaccuracies, the student is not active and does not ask questions to solve the problem. He/she applies theoretical knowledge with problems, does not express and does not have recommendations for the correct options for solving the problems. The student is in the position of a passive recipient of knowledge. The student is not creative and without expressing his/her own opinion;
Fx - the student's work does not meet the requirements for passing the course in any of the required conditions and he/she must repeat the course.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
After completing the course, the student will be able to understand and analyze the existing selected theories of the concept of games and their meaning, understand the meaning of play, the role of play in the development of the child of pre-primary education and play as an effective means of child learning, know the ways of educational use of games in the conditions of kindergarten and school children's club and in primary education and be able to effectively use the game as a means of child learning in their own educational practice, understands the different ways of pedagogical intervention in the development of the child's personality during play and is able to use them adequately in accordance with the theory in his/her own educational practice, is able to plan, organise, implement and evaluate play as an educational strategy in accordance with the selected theoretical concept of play. The assessment will be based on the adoption of a competent stance in the above mentioned components. The student will be able to determine the educational potential of the game/play. Will be competent to lead the game professionally and fully engage in it. Will be competent to critically assess a child's, pupil's play activity for educational and nurture purposes.
The student will be able to plan, implement and evaluate play for the purpose of evaluating the developmental potentials of children, pupils.
The mid-term test is usually mid-semester. The student demonstrates the level of theoretical knowledge of the subject.
The student prepares the seminar work - portfolio independently or in pairs according to the teacher's consideration and decision in the field of play and game activities. The creation, maintenance of a subject portfolio with the selection, registration and assessment of evidence relating to the demonstration of the achievement of the student's competent attitude in the above components. Assessment will include not only the content of the term paper, but also the grammatical and stylistic level of workmanship and presentation.

The student will work in a group with his/her classmates to design activities that will be aimed at children and young people of younger school age. The activity proposals will focus on games and play activities.
The final test is with rules at the end of the semester and the test will focus on the theoretical knowledge and professional terminology of play in education. Also, the test will focus on the application of theoretical knowledge to educational activities.

Class syllabus:

Course outcomes of subject (content):
Understanding and meaning of play as a sociocultural phenomenon. The aim of the topic is to familiarize with the understanding of play as such and the meaning of play as a sociocultural phenomenon. The student should acquire knowledge about play and be able to understand it as a specific activity of the child. The student is able to evaluate the importance of play as a specific form of learning and is able to apply play as an important means of forming the child's personality.
Contemporary socio-cognitive conceptions of play in comparison with other selected understandings of play. The aim of the topic is to become familiar with conceptions of play as such and to compare them with selected understandings of play. The student is to acquire knowledge about the conception of play, which he/she is then able to apply in selected activities and activities. The student is able to evaluate the differences between spontaneous play activities, guided play activities and didactic play activities.
Features and characteristics of play, what is play. The aim of the topic is to become familiar with the characteristics and features of play. The student should acquire knowledge about play and be able to define the term play. The student is able to apply the characteristics and features of play to educational activities and activities for children and pupils of pre-primary and primary education. Is able to identify the basic features of play.
Child development in play. The aim of the topic is to familiarize the student with child development in play and also to familiarize him/her with the components of play. The student is to become competent to apply the components of play to a variety of activities for kindergarten and younger school-age children. The student is able to evaluate the basic components of play and identify that play also has an impact on the development of children's intelligence and cognitive level.
Child Learning in Play. The goal of this topic is to introduce the student to the fact that children learn during play activities. The student is to acquire knowledge about learning in play of preschool children. The student is able to understand that play is understood in pedagogy as a didactic method and is a means of achieving educational goals.
Designing children's games for educational use. Play as a form, method and strategy of learning. Types and stages of games. The aim of the topic is to learn about designing children's games and the use of different methods, forms and strategies of learning, as well as the types and stages of games. The student is to acquire the competence to apply the different strategies to the activities and activities of games. He/she is competent to evaluate play strategies with application to his/her portfolio.
Planning and preparing play, organising the process of play and evaluating the process of play. The aim of the topic is to become familiar with planning and preparing play from a teacher's perspective. Also organizing play in the course of play and evaluating the process of play. The student is to acquire the competence to apply the different components to the educational process. He/she is aware of the most important theses in the play and is competent to plan and prepare the play for the children in the teaching process.
Developing competence in the game. The aim of the topic is to familiarize students with the competences developed in the game. The student is to acquire knowledge about the acquisition and development of competences of different nature. The student is able to evaluate specific

competences and the structure of competences (cognitive, affective domain). Knows the differences between basic, developing and specific competences.
Didactic play in the learning process. The aim of the topic is to become familiar with didactic play in the learning process. The student should acquire the ability to apply didactic games in the educational process. The student is able to evaluate that didactic games in pre-primary and primary education develop cognitive functions and have an impact on pupils (cognitivization, emotionalization, creativity, activation).
The course of play and pedagogical intervention strategies. The aim of the topic is to learn about the game flow and pedagogical intervention strategies. The student should acquire knowledge about the course of play in pre-primary and primary education and also about pedagogical intervention. The student is able to apply and integrate pedagogical intervention strategies into the teaching process.
The position of the teacher in the preparation and organization of games, the roles and tasks of the educator during children's play. The aim of the topic is to become familiar with the teacher's position in the preparation of play and its organization. What is the role of the teacher in the process of children's play activities. The student should be able to apply the acquired knowledge to the teaching process. The student is able to determine the role and tasks of the teacher in the process of children's play activities and the criteria for the use of play in the teaching process.

Recommended literature:

Odporúčaná literatúra:
SUCHÁNKOVÁ, E. Hra a její využití v předškolním vzdělávaní. 1. vyd. Praha: Portál, 2014. ISBN 978-80-262-0698-9.
KIKUŠOVÁ, S., KRÁLIKOVÁ, M. Dieťa a hra. 1. vyd. Bratislava: Sofa, 2004. ISBN 80-89033-42-3.
FÜLÖPOVÁ, E., ZELINOVÁ, M. Hry v materskej škole. 1. vyd. Bratislava: SPN, 2003. ISBN 80-10-00002-7.
BRUCEOVÁ, T. Predškolní výchova. 1.vyd. Praha: Portál, 1996. ISBN 80-7178-068-5.
EĽKONIN, B. Psychológia hry. Bratislava: SPN, 1987.
PIAGET, J., INHELDEROVÁ, B. Psychológia dieťaťa. Bratislava: SOFA, 1993. ISBN 80-85752-33-6.

Languages necessary to complete the course:
Slovak and Czech languages

Notes:

Past grade distribution
Total number of evaluated students: 850

A	ABS	B	C	D	E	FX
62,24	0,0	25,65	6,35	3,29	1,06	1,41

Lecturers: Mgr. Ivan Čavojský, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPPP/B-PEPde112/22	**Course title:** Games in education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organisational form
1 hour lecture + 1 hour seminar, total 22 hours per semester, combined form; (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 25 hours preparing for seminars and preparing the student for the midterm assignment; 15 hours preparing the student for the midterm test; 28 hours preparing the student for the final test. Total of 90 hours of student work.
Teaching methods: lecture by the teacher, explanation, discussion and interaction on the topics covered, work of students in groups, method of independent work, method of working with textual material.

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The weight of the prerequisites for successful completion of the course is 15/10/15/60. During the semester, the student will submit a term paper - portfolio with a maximum of 15 points (minimum 9 points). Furthermore, the student will present an activity/game proposal with a maximum of 10 points (min. 6 points). The student will pass a mid-term test focused on theoretical knowledge with a maximum of 15 points (min. 6 points). The student will also take a final test with a maximum of 60 points (min. 35 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than half of the points in any of the four conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),

Fx (59-0%, inadequate - additional work required)
A-Excellent performance, the student knows the laws and principles of the operation of games and its use in pre-primary and primary education; solves problems creatively, can respond automatically and comfortably as well as spontaneously during lectures, the student is active and takes initiative, asks questions about the specific problem being solved;
B-excellent performance, the student knows the laws and principles of the functioning of games and its use in pre-primary and primary education with minor deficiencies; the student can react promptly and spontaneously during lectures, asks questions on the specific problem solved;
C-good performance, the student masters the laws and principles of the functioning of games and its use in pre-primary and primary education at a good level, although the student masters specific knowledge, but he/she is not active, does not ask questions in the context of the solved problem;
D- the student masters the theoretical knowledge at a below-average level and with problems can apply it in critical thinking, he/she masters the theoretical knowledge with minor gaps, but he/she is unable to apply it to the solution of practical activities. During the teaching he/she is not very active, does not bring new solutions, is in the role of a passive observer;
E- student's work meets the minimum criteria, responds to the teacher's prompts with inaccuracies, the student is not active and does not ask questions to solve the problem. He/she applies theoretical knowledge with problems, does not express and does not have recommendations for the correct options for solving the problems. The student is in the position of a passive recipient of knowledge. The student is not creative and without expressing his/her own opinion;
Fx - the student's work does not meet the requirements for passing the course in any of the required conditions and he/she must repeat the course.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
After completing the course, the student will be able to understand and analyze the existing selected theories of the concept of games and their meaning, understand the meaning of play, the role of play in the development of the child of pre-primary education and play as an effective means of child learning, know the ways of educational use of games in the conditions of kindergarten and school children's club and in primary education and be able to effectively use the game as a means of child learning in their own educational practice, understands the different ways of pedagogical intervention in the development of the child's personality during play and is able to use them adequately in accordance with the theory in his/her own educational practice, is able to plan, organise, implement and evaluate play as an educational strategy in accordance with the selected theoretical concept of play. The assessment will be based on the adoption of a competent stance in the above mentioned components. The student will be able to determine the educational potential of the game/play. Will be competent to lead the game professionally and fully engage in it. Will be competent to critically assess a child's, pupil's play activity for educational and nurture purposes.
The student will be able to plan, implement and evaluate play for the purpose of evaluating the developmental potentials of children, pupils.
The mid-term test is usually mid-semester. The student demonstrates the level of theoretical knowledge of the subject.
The student prepares the seminar work - portfolio independently or in pairs according to the teacher's consideration and decision in the field of play and game activities. The creation, maintenance of a subject portfolio with the selection, registration and assessment of evidence relating to the demonstration of the achievement of the student's competent attitude in the above components. Assessment will include not only the content of the term paper, but also the grammatical and stylistic level of workmanship and presentation.

The student will work in a group with his/her classmates to design activities that will be aimed at children and young people of younger school age. The activity proposals will focus on games and play activities.
The final test is with rules at the end of the semester and the test will focus on the theoretical knowledge and professional terminology of play in education. Also, the test will focus on the application of theoretical knowledge to educational activities.

Class syllabus:

Course outcomes of subject (content):
Understanding and meaning of play as a sociocultural phenomenon. The aim of the topic is to familiarize with the understanding of play as such and the meaning of play as a sociocultural phenomenon. The student should acquire knowledge about play and be able to understand it as a specific activity of the child. The student is able to evaluate the importance of play as a specific form of learning and is able to apply play as an important means of forming the child's personality.
Contemporary socio-cognitive conceptions of play in comparison with other selected understandings of play. The aim of the topic is to become familiar with conceptions of play as such and to compare them with selected understandings of play. The student is to acquire knowledge about the conception of play, which he/she is then able to apply in selected activities and activities. The student is able to evaluate the differences between spontaneous play activities, guided play activities and didactic play activities.
Features and characteristics of play, what is play. The aim of the topic is to become familiar with the characteristics and features of play. The student should acquire knowledge about play and be able to define the term play. The student is able to apply the characteristics and features of play to educational activities and activities for children and pupils of pre-primary and primary education. Is able to identify the basic features of play.
Child development in play. The aim of the topic is to familiarize the student with child development in play and also to familiarize him/her with the components of play. The student is to become competent to apply the components of play to a variety of activities for kindergarten and younger school-age children. The student is able to evaluate the basic components of play and identify that play also has an impact on the development of children's intelligence and cognitive level.
Child Learning in Play. The goal of this topic is to introduce the student to the fact that children learn during play activities. The student is to acquire knowledge about learning in play of preschool children. The student is able to understand that play is understood in pedagogy as a didactic method and is a means of achieving educational goals.
Designing children's games for educational use. Play as a form, method and strategy of learning. Types and stages of games. The aim of the topic is to learn about designing children's games and the use of different methods, forms and strategies of learning, as well as the types and stages of games. The student is to acquire the competence to apply the different strategies to the activities and activities of games. He/she is competent to evaluate play strategies with application to his/her portfolio.
Planning and preparing play, organising the process of play and evaluating the process of play. The aim of the topic is to become familiar with planning and preparing play from a teacher's perspective. Also organizing play in the course of play and evaluating the process of play. The student is to acquire the competence to apply the different components to the educational process. He/she is aware of the most important theses in the play and is competent to plan and prepare the play for the children in the teaching process.
Developing competence in the game. The aim of the topic is to familiarize students with the competences developed in the game. The student is to acquire knowledge about the acquisition and development of competences of different nature. The student is able to evaluate specific

competences and the structure of competences (cognitive, affective domain). Knows the differences between basic, developing and specific competences.
Didactic play in the learning process. The aim of the topic is to become familiar with didactic play in the learning process. The student should acquire the ability to apply didactic games in the educational process. The student is able to evaluate that didactic games in pre-primary and primary education develop cognitive functions and have an impact on pupils (cognitivization, emotionalization, creativity, activation).
The course of play and pedagogical intervention strategies. The aim of the topic is to learn about the game flow and pedagogical intervention strategies. The student should acquire knowledge about the course of play in pre-primary and primary education and also about pedagogical intervention. The student is able to apply and integrate pedagogical intervention strategies into the teaching process.
The position of the teacher in the preparation and organization of games, the roles and tasks of the educator during children's play. The aim of the topic is to become familiar with the teacher's position in the preparation of play and its organization. What is the role of the teacher in the process of children's play activities. The student should be able to apply the acquired knowledge to the teaching process. The student is able to determine the role and tasks of the teacher in the process of children's play activities and the criteria for the use of play in the teaching process.

Recommended literature:

Odporúčaná literatúra:
SUCHÁNKOVÁ, E. Hra a její využití v předškolním vzdělávaní. 1. vyd. Praha: Portál, 2014. ISBN 978-80-262-0698-9.
KIKUŠOVÁ, S., KRÁLIKOVÁ, M. Dieťa a hra. 1. vyd. Bratislava: Sofa, 2004. ISBN 80-89033-42-3.
FÜLÖPOVÁ, E., ZELINOVÁ, M. Hry v materskej škole. 1. vyd. Bratislava: SPN, 2003. ISBN 80-10-00002-7.
BRUCEOVÁ, T. Predškolní výchova. 1.vyd. Praha: Portál, 1996. ISBN 80-7178-068-5.
EĽKONIN, B. Psychológia hry. Bratislava: SPN, 1987.
PIAGET, J., INHELDEROVÁ, B. Psychológia dieťaťa. Bratislava: SOFA, 1993. ISBN 80-85752-33-6.

Languages necessary to complete the course:
Slovak and Czech languages

Notes:

Past grade distribution
Total number of evaluated students: 850

A	ABS	B	C	D	E	FX
62,24	0,0	25,65	6,35	3,29	1,06	1,41

Lecturers: Mgr. Ivan Čavojský, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde255/22	Gender and sexuality in early school age

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
1 hour of lecture + 1 hour of seminar, a total of 22 hours per semester, combined form; (primarily face-to-face)
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours of student preparation for the interim assessment-test; 10 hours of student preparation for an ongoing task - preparation of a seminar paper; 18 hours of student preparation for the final test. A total of 60 hours of student work.
Teaching methods: communication methods (discussion of the discussed topic, guided discussion, interview, interpretation, exchange of opinions), cooperative methods (work in small groups), methods of working with text (work with specialist literature, brainstorming, critical thinking (critical argumentation, critical debating, critical structuring knowledge)
Credits: 2
Recommended semester: 5. – 6. semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 6.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
During the semester, the student submits a seminar paper with a maximum number of 10 points (min. 5 points), the student takes a midterm test focused on theoretical principles with a maximum number of 20 points (min. 10 points), and the student also passes a final test with a maximum number of 60 points (minimum 40 points). At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than half of the points in any of the four conditions. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.
The rating is given on a scale:
A (100-91%, excellent - excellent results),
B (90-81%, very good – above average standard),
C (80-73%, good - regular reliable work),

D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient – the results meet the minimum criteria),
Fx (59-0%, insufficient - more additional work required)
A-excellent performance, the student knows, controls, creates and critically evaluates, the student masters basic theoretical knowledge, the student is active and proactive, responds comfortably to the teacher's challenges and questions; B-very good performance, the student has mastered knowledge in the field of gender and sexuality, but critical thinking is borderline, the student has mastered basic theoretical knowledge with minor deficiencies, the student is active and proactive, responds adequately to the teacher's challenges and questions; C-good performance, the student does have specific knowledge of gender and sexuality, but creativity, critical thinking and the application of knowledge in practice are at a borderline level, the student responds actively to the teacher's challenges and questions, but is not active and proactive himself, does not ask questions in solved problem; D- the student has a below-average level of theoretical knowledge and is able to apply them in critical thinking with problems, is not very active in teaching, does not bring new solutions, is in the role of a passive observer; E - the student's work meets the minimum criteria, he has insufficient control of theoretical knowledge, which is at a below-average level, he responds to the teacher's questions and challenges with significant inaccuracies, the student is not active and proactive and does not ask questions in the context of the problem being solved; Fx – the student's work does not meet the requirements for passing the subject in any of the required conditions and the subject must be repeated.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
After completing the course, the student can define and explain the key terms of gender and sexuality. After completing the subject, the student will know the developmental and sociocultural aspects of gender and sexuality. The aim of the course is to acquire the student's ability to reflect on gender and sexuality in a cultural and pedagogical context. After completing the course, the student will be able to identify and eliminate manifestations of gender inequality and gender stereotypes in the pedagogical process. The student will be able to identify the manifestations of premature sexualization in children of preschool and younger school age, respectively, evaluate manifestations that may indicate sexual abuse. The student will master official procedures on how to act in case of suspected sexual abuse of a minor.

Class syllabus:

Course outcomes of subject (content):
• Gender and gender. The student knows basic concepts, understands the relationship between both concepts. He is familiar with the basic principles of issues of gender and sexuality.
• Gender identity. The student is familiar with the developmental stages of gender identity. He understands the causes and knows the factors involved in its formation. He is aware of the influence of the formation of gender identity on the formation of an individual's personality. The student is familiar with the basic theories of gender identity and their theses. He knows their main representatives and understands their contribution as well as the contemporary context. He can identify the postulates from which they were based and at the same time critically analyze them.
• Gender role and gender socialization. The student understands both concepts and is familiar with their mutual relationship. He is able to emphasize the importance of both categories in the context of socialization in preschool and younger school age. The student can identify non-standard gender expressions and can implement strategies aimed at preventing bullying.
• Gender stereotypes. The student understands the meaning and impact of gender stereotypes. He knows how to identify gender stereotypes in the pedagogical process and knows strategies for their elimination. He is able to reflect on gender and its manifestations in the school environment.

• Continuous test. The student masters the basic concepts of gender in pre-primary and primary education. He is able to identify expressions of gender between teachers and students, peers, as well as in textbooks. He understands the importance of gender in the process of forming an individual's personality. The student is able to empathize with children with non-standard gender expressions. He is familiar with the possibilities of prevention against bullying of children with non-standard gender expressions.
• Sexuality and its development. The student is familiar with the developmental stages of sexuality in preschool and younger school age. He understands the complexity of shaping human sexuality. The student understands the issue of sexual development and its alternatives.
• Sexuality in preschool and younger school age. The student knows the manifestations of sexuality in children of preschool and younger school age. He understands the importance of sexuality in an individual's life from early childhood. He masters communication techniques on the topic of sexuality, appropriate for the age of the children.
• Education for marriage and parenthood. The student is familiar with the techniques of how to lead a discussion with students on the topic of education for marriage and parenting, focusing on the following topics:
a. Guide students to gradually become aware of and adopt their gender role, taking into account the social and moral norms of mutual behavior.
b. Gender equality and building relationships between boys and girls.
The student can explain the importance of the mentioned topics for the future development of students.
• Sexual abuse and its prevention. The student can identify the manifestations of early sexualization in children as indicators of possible sexual abuse. Knows procedures for suspected sexual abuse of a student. The student knows strategies to prevent sexual abuse.
• Final test. The student masters the basic concepts of sexuality in pre-primary and primary education. He understands the importance of sexuality in the process of forming an individual's personality. He is familiar with the possibilities of prevention against sexual abuse. He understands sexuality as a complex phenomenon at its biological, cultural and social level.

Recommended literature:
Compulsory/Recommended readings:
LUKŠÍK, I., SUPEKOVÁ, M. Sexualita a rodovosť. 1. vyd. Bratislava: Humanitas, 2003. ISBN 80-89124-01-1.
JARKOVSKÁ, L. Gender před tab. Dostupné ulí. 1. vyd. Etnografický výzkum genderové reprodukce v každodennosti školní třídy. Praha, Brno: SLON, Masarykova univerzita, 2014. ISBN 978-80-7419-119-0.
OSAĎAN, R., RAPOŠOVÁ. P., SMETANOVÁ, D. Úvod do problematiky rodovosti a sexuality detí. Dostupné na: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/publikacie/Osadan_Ucebnica_2022.pdf

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 532

A	ABS	B	C	D	E	FX
64,66	0,0	22,93	7,14	3,01	0,94	1,32

Lecturers: PaedDr. Róbert Osaďan, PhD.

Last change: 22.09.2024
Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPde255/22	**Course title:** Gender and sexuality in early school age

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
1 hour of lecture + 1 hour of seminar, a total of 22 hours per semester, combined form; (primarily face-to-face)
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours of student preparation for the interim assessment-test; 10 hours of student preparation for an ongoing task - preparation of a seminar paper; 18 hours of student preparation for the final test. A total of 60 hours of student work.
Teaching methods: communication methods (discussion of the discussed topic, guided discussion, interview, interpretation, exchange of opinions), cooperative methods (work in small groups), methods of working with text (work with specialist literature, brainstorming, critical thinking (critical argumentation, critical debating, critical structuring knowledge)
Credits: 2
Recommended semester: 5. – 6. semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
During the semester, the student submits a seminar paper with a maximum number of 10 points (min. 5 points), the student takes a midterm test focused on theoretical principles with a maximum number of 20 points (min. 10 points), and the student also passes a final test with a maximum number of 60 points (minimum 40 points). At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than half of the points in any of the four conditions. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.
The rating is given on a scale:
A (100-91%, excellent - excellent results),
B (90-81%, very good – above average standard),
C (80-73%, good - regular reliable work),

D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient – the results meet the minimum criteria),
Fx (59-0%, insufficient - more additional work required)
A-excellent performance, the student knows, controls, creates and critically evaluates, the student masters basic theoretical knowledge, the student is active and proactive, responds comfortably to the teacher's challenges and questions; B-very good performance, the student has mastered knowledge in the field of gender and sexuality, but critical thinking is borderline, the student has mastered basic theoretical knowledge with minor deficiencies, the student is active and proactive, responds adequately to the teacher's challenges and questions; C-good performance, the student does have specific knowledge of gender and sexuality, but creativity, critical thinking and the application of knowledge in practice are at a borderline level, the student responds actively to the teacher's challenges and questions, but is not active and proactive himself, does not ask questions in solved problem; D- the student has a below-average level of theoretical knowledge and is able to apply them in critical thinking with problems, is not very active in teaching, does not bring new solutions, is in the role of a passive observer; E - the student's work meets the minimum criteria, he has insufficient control of theoretical knowledge, which is at a below-average level, he responds to the teacher's questions and challenges with significant inaccuracies, the student is not active and proactive and does not ask questions in the context of the problem being solved; Fx – the student's work does not meet the requirements for passing the subject in any of the required conditions and the subject must be repeated.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
After completing the course, the student can define and explain the key terms of gender and sexuality. After completing the subject, the student will know the developmental and sociocultural aspects of gender and sexuality. The aim of the course is to acquire the student's ability to reflect on gender and sexuality in a cultural and pedagogical context. After completing the course, the student will be able to identify and eliminate manifestations of gender inequality and gender stereotypes in the pedagogical process. The student will be able to identify the manifestations of premature sexualization in children of preschool and younger school age, respectively, evaluate manifestations that may indicate sexual abuse. The student will master official procedures on how to act in case of suspected sexual abuse of a minor.

Class syllabus:

Course outcomes of subject (content):
• Gender and gender. The student knows basic concepts, understands the relationship between both concepts. He is familiar with the basic principles of issues of gender and sexuality.
• Gender identity. The student is familiar with the developmental stages of gender identity. He understands the causes and knows the factors involved in its formation. He is aware of the influence of the formation of gender identity on the formation of an individual's personality. The student is familiar with the basic theories of gender identity and their theses. He knows their main representatives and understands their contribution as well as the contemporary context. He can identify the postulates from which they were based and at the same time critically analyze them.
• Gender role and gender socialization. The student understands both concepts and is familiar with their mutual relationship. He is able to emphasize the importance of both categories in the context of socialization in preschool and younger school age. The student can identify non-standard gender expressions and can implement strategies aimed at preventing bullying.
• Gender stereotypes. The student understands the meaning and impact of gender stereotypes. He knows how to identify gender stereotypes in the pedagogical process and knows strategies for their elimination. He is able to reflect on gender and its manifestations in the school environment.

• Continuous test. The student masters the basic concepts of gender in pre-primary and primary education. He is able to identify expressions of gender between teachers and students, peers, as well as in textbooks. He understands the importance of gender in the process of forming an individual's personality. The student is able to empathize with children with non-standard gender expressions. He is familiar with the possibilities of prevention against bullying of children with non-standard gender expressions.
• Sexuality and its development. The student is familiar with the developmental stages of sexuality in preschool and younger school age. He understands the complexity of shaping human sexuality. The student understands the issue of sexual development and its alternatives.
• Sexuality in preschool and younger school age. The student knows the manifestations of sexuality in children of preschool and younger school age. He understands the importance of sexuality in an individual's life from early childhood. He masters communication techniques on the topic of sexuality, appropriate for the age of the children.
• Education for marriage and parenthood. The student is familiar with the techniques of how to lead a discussion with students on the topic of education for marriage and parenting, focusing on the following topics:
a. Guide students to gradually become aware of and adopt their gender role, taking into account the social and moral norms of mutual behavior.
b. Gender equality and building relationships between boys and girls.
The student can explain the importance of the mentioned topics for the future development of students.
• Sexual abuse and its prevention. The student can identify the manifestations of early sexualization in children as indicators of possible sexual abuse. Knows procedures for suspected sexual abuse of a student. The student knows strategies to prevent sexual abuse.
• Final test. The student masters the basic concepts of sexuality in pre-primary and primary education. He understands the importance of sexuality in the process of forming an individual's personality. He is familiar with the possibilities of prevention against sexual abuse. He understands sexuality as a complex phenomenon at its biological, cultural and social level.

Recommended literature:
Compulsory/Recommended readings:
LUKŠÍK, I., SUPEKOVÁ, M. Sexualita a rodovosť. 1. vyd. Bratislava: Humanitas, 2003. ISBN 80-89124-01-1.
JARKOVSKÁ, L. Gender před tab. Dostupné ulí. 1. vyd. Etnografický výzkum genderové reprodukce v každodennosti školní třídy. Praha, Brno: SLON, Masarykova univerzita, 2014. ISBN 978-80-7419-119-0.
OSAĎAN, R., RAPOŠOVÁ. P., SMETANOVÁ, D. Úvod do problematiky rodovosti a sexuality detí. Dostupné na: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/publikacie/Osadan_Ucebnica_2022.pdf

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 532

A	ABS	B	C	D	E	FX
64,66	0,0	22,93	7,14	3,01	0,94	1,32

Lecturers: PaedDr. Róbert Osaďan, PhD.

Last change: 22.09.2024
Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde004/22	Geometrical notions development methods

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching:
2 hours a week seminar, total per semester 22 hours/semester; combined method (primarily face-to-face)
Student workload:
11x2 hours of direct teaching = 22 hours; preparation of a group project = 43 hours; preparation for intermediate tests (10 + 10) = 20 hours; preparation of an individual geometric portfolio = 35 hours
A total of 120 hours of student work.
Education methods:
Activating and interactive methods, situational methods - case studies (video analysis), dialogic methods (discussion), problem methods (creating a thought map, brainstorming, solving problem tasks), working in groups, practical methods (practical activities in geometry and simulations of geometric activities), e-learning

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
To pass the course, active participation in teaching is assumed. Subject evaluation includes:
- 2 midterm tests (the first in the middle of the semester after the 5th topic, the second at the end of the midterm teaching, both tests 30 points each);
- development of an individual geometric portfolio (20 points);
- preparation of a group project (15 points) on a topic assigned in the first week of classes;
- project presentation (5 points);

In order to complete the subject, it is necessary to obtain at least 60% of the point evaluation.
The rating is given on a scale:
A (100-91%, excellent - excellent results) - the student can create educational activities with a geometric context at an excellent level while using mathematical terminology without errors. The student can flawlessly justify the choice of method and tools for making geometric concepts accessible, and the student also flawlessly formulates graded tasks.

B (90-81%, very good - above average standard) - the student can creatively approach the solution of problems connected with the development of geometric concepts, uses mathematical terminology very well, and can explain the connections between the geometric essence and the methodological approach. Distinguishes the gradation of tasks and can create and justify graded tasks independently.
C (80-73%, good - ordinary reliable work) - the student adequately names geometric problems and knows how to apply them to the didactic level, knows mathematical terminology well and can formulate age-appropriate activities and tasks for the child, understands the gradation of tasks and knows how to apply it well.
D (72-66%, satisfactory - acceptable results) - the student has an overview of methods for developing geometric ideas, but does not continually adequately formulate activities and tasks for a child of preschool or younger school age, does not always follow the gradation of tasks, uses mathematical terminology with errors.
E (65-60%, sufficient - the results meet the minimum criteria) - the student describes a geometric and didactic problem aimed at developing children's geometric ideas, but is unable to create tasks for the child with a geometric context independently, shows a significant error rate in solving simple problems of a geometric nature, accepts gradation of geometric activities, but cannot design it independently.
Fx (59-0%, insufficient - additional work is required) - the student does not have enough control over the solution of simple geometric tasks, incorrectly applies methods for developing geometric concepts, does not distinguish the gradation of tasks with a geometric context, cannot independently use appropriate tools and environments for children's geometric activities.

Learning outcomes:

The goal of the course is for the student to learn methods for developing geometric concepts and apply them appropriately in pedagogical practice. After completing the subject, the student: can identify the geometric basis in activities and tasks for children of preschool and younger school age, and at the same time understands it; acquires mathematical and didactic competencies for the design, implementation, and implementation of age-appropriate geometric activities for children of a given age. Can evaluate geometric activities and develop children's ideas about geometric concepts in the context of their educational needs and abilities. The student understands the gradation of tasks and knows how to increase the difficulty of geometric activities. Develops "soft" skills associated with communication, creativity, adaptability, presentation, or teamwork in a geometric and didactic context.

Class syllabus:

Course outcomes of subject (content):
A brief outline of the subject and correlation with educational goals, outputs, and profile of the graduate
- Introduction to the study of the subject. Geometric thinking of children of preschool and younger school age reflects developmental stages in the development of children's geometric ideas.
The student will become familiar with the currently valid geometric curriculum for pre-primary education, understand the development of children's geometric ideas in the context of developmental stages, and analyze the level of geometric thinking of children in preschool younger school age.
- Planar formations in preschool education, methods of developing planar geometric concepts in children of preschool and younger school age. Dienes logic block and its use in sorting, ordering and linear geometric patterns. Interactive applets for developing ideas about geometric shapes - sorting and patterns.
The student will be able to create and apply tasks using planar geometric shapes and understand the differences in formulating tasks for sorting, arranging, and developing specific functional thinking

using the properties of planar shapes. The student will know tools and methods for developing ideas about planar geometric shapes, including digital environments (applets), and can argue their use.
- Folding and unfolding planar formations, filling part of a plane. The methodology of using jigsaw puzzles with planar geometric shapes - Tangram, puzzles, puzzles, and the like. Mosaicing and tiling.
The student understands what it means to fill part of a plane, knows the methodology of folding and unfolding planar formations, how to design educational activities, and formulate age-appropriate tasks for folding, unfolding, and mosaicing. The student understands the geometric essence and can transpose it didactically.
Similarities in the plane and their use in pre-primary education. Folding and cutting paper as an application of matching images in Kindergarten. Geometry in squared paper or on a geodetic board - essence, and applications. Activities with mirrors to develop ideas about matching images. Interactive applets for working with symmetries.
The student knows the essence of congruent representations in a plane, their basic properties, and their applications. Can create activities and formulate tasks using isometrics, knows tools and environments for working with similar views, including applets or other software environments.
- The first continuous test. Spatial formations in pre-primary education. Spatial formations, their observation, naming, and standard and different properties. The problem of distinguishing planar and spatial formations.
The student understands the problem of identifying spatial formations of children of preschool and younger school age in the context of levels of geometric reasoning. Can apply knowledge and transpose it into educational interventions to develop ideas about spatial geometric shapes.
- Development of spatial imagination – the methodology for developing spatial geometric concepts in children of preschool and younger school age. Representation of three-dimensional structures in a plane. Networks of bodies - kits, folding and cutting, assembling and disassembling geometric shapes in space, use of building blocks.
The student understands the importance of free parallel projection for the representation of spatial formations and knows how to design and implement activities focused on the composition and decomposition of spatial formations. The student knows and knows how to choose and use a suitable kit competently.
- Buildings from blocks and their use in pre-primary education and in the activities of ŠKD. Records of constructions from blocks (building construction, plan creation, construction description, use of code) and methodology. Interactive applications for the development of spatial imagination.
The student knows the methodology for working with constructions made of blocks and the ways of recording them. The student can apply the methodology and design graded tasks with constructions made of blocks according to the needs and abilities of the child. The student understands the problem of a verbal description of the building and also knows the importance of developing the verbal description of the building in the context of developing orientation in space.
- Orientation in plane and space - differences and similarities. Orientation in space: positioning, stages, and methodology of developing spatial imagination. Rolling (colored, playing) dice - tasks for developing spatial imagination. Square grid, labyrinths, and other applications of graph theory to plane orientation and wayfinding.
The student understands the issue of orientation in space and knows and knows how to apply the methodology of developing orientation in space. Understands the difference in determining the position of objects in a plane and space. Can propose activities to develop spatial orientation following developmental specifics. Knows aids and environments for developing orientation skills.
Methodology for developing children's ideas about measurement and measurement activities. Basic concepts (length measures: length, width, height, distance, thickness; other measures – time,

temperature, volume, speed, mass). Measurement methodology, comparison and arrangement, use of own units. Developing an estimate.
The student knows the methodology of developing children's ideas about the measure and can design and implement activities related to measuring and determining measure. At an age-appropriate level, the student can formulate tasks related to different measures. The student understands the development of children's estimation as an essential valuable requirement for a child's life.
- Second interim test. Evaluation of students' geometric portfolios. Presentation of group projects.

Recommended literature:

MOLNÁR, J., PERNÝ, J., & STOPENOVÁ, A. Prostorová představivost a prostředky k jejímu rozvoji. Praha: JČMF, 2006.
ŽILKOVÁ, K., & ŽIDEK, O. Manipulačná geometria [online Moodle kurz]. Bratislava: Univerzita Komenského, 2013.
ŽILKOVÁ, K. Teória a prax geometrických manipulácií v primárnom vzdelávaní. Praha: PowerPrint, 2013.
ŽILKOVÁ, K. Metódy rozvíjania geometrických pojmov. Aktuálne dostupný LMS Moodle kurz UK.

Languages necessary to complete the course:
Slovak language and Czech language

Notes:
The subject will be open in both the winter and summer semesters, or two courses in the summer semester (depending on the number of admitted students).

Past grade distribution
Total number of evaluated students: 864

A	ABS	B	C	D	E	FX
17,71	0,0	26,04	24,42	17,13	12,38	2,31

Lecturers: Mgr. Angelika Schmid, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde004/22	Geometrical notions development methods

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching:
2 hours a week seminar, total per semester 22 hours/semester; combined method (primarily face-to-face)
Student workload:
11x2 hours of direct teaching = 22 hours; preparation of a group project = 43 hours; preparation for intermediate tests (10 + 10) = 20 hours; preparation of an individual geometric portfolio = 35 hours
A total of 120 hours of student work.
Education methods:
Activating and interactive methods, situational methods - case studies (video analysis), dialogic methods (discussion), problem methods (creating a thought map, brainstorming, solving problem tasks), working in groups, practical methods (practical activities in geometry and simulations of geometric activities), e-learning

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
To pass the course, active participation in teaching is assumed. Subject evaluation includes:
- 2 midterm tests (the first in the middle of the semester after the 5th topic, the second at the end of the midterm teaching, both tests 30 points each);
- development of an individual geometric portfolio (20 points);
- preparation of a group project (15 points) on a topic assigned in the first week of classes;
- project presentation (5 points);

In order to complete the subject, it is necessary to obtain at least 60% of the point evaluation.
The rating is given on a scale:
A (100-91%, excellent - excellent results) - the student can create educational activities with a geometric context at an excellent level while using mathematical terminology without errors. The student can flawlessly justify the choice of method and tools for making geometric concepts accessible, and the student also flawlessly formulates graded tasks.

B (90-81%, very good - above average standard) - the student can creatively approach the solution of problems connected with the development of geometric concepts, uses mathematical terminology very well, and can explain the connections between the geometric essence and the methodological approach. Distinguishes the gradation of tasks and can create and justify graded tasks independently.
C (80-73%, good - ordinary reliable work) - the student adequately names geometric problems and knows how to apply them to the didactic level, knows mathematical terminology well and can formulate age-appropriate activities and tasks for the child, understands the gradation of tasks and knows how to apply it well.
D (72-66%, satisfactory - acceptable results) - the student has an overview of methods for developing geometric ideas, but does not continually adequately formulate activities and tasks for a child of preschool or younger school age, does not always follow the gradation of tasks, uses mathematical terminology with errors.
E (65-60%, sufficient - the results meet the minimum criteria) - the student describes a geometric and didactic problem aimed at developing children's geometric ideas, but is unable to create tasks for the child with a geometric context independently, shows a significant error rate in solving simple problems of a geometric nature, accepts gradation of geometric activities, but cannot design it independently.
Fx (59-0%, insufficient - additional work is required) - the student does not have enough control over the solution of simple geometric tasks, incorrectly applies methods for developing geometric concepts, does not distinguish the gradation of tasks with a geometric context, cannot independently use appropriate tools and environments for children's geometric activities.

Learning outcomes:

The goal of the course is for the student to learn methods for developing geometric concepts and apply them appropriately in pedagogical practice. After completing the subject, the student: can identify the geometric basis in activities and tasks for children of preschool and younger school age, and at the same time understands it; acquires mathematical and didactic competencies for the design, implementation, and implementation of age-appropriate geometric activities for children of a given age. Can evaluate geometric activities and develop children's ideas about geometric concepts in the context of their educational needs and abilities. The student understands the gradation of tasks and knows how to increase the difficulty of geometric activities. Develops "soft" skills associated with communication, creativity, adaptability, presentation, or teamwork in a geometric and didactic context.

Class syllabus:

Course outcomes of subject (content):
A brief outline of the subject and correlation with educational goals, outputs, and profile of the graduate
- Introduction to the study of the subject. Geometric thinking of children of preschool and younger school age reflects developmental stages in the development of children's geometric ideas.
The student will become familiar with the currently valid geometric curriculum for pre-primary education, understand the development of children's geometric ideas in the context of developmental stages, and analyze the level of geometric thinking of children in preschool younger school age.
- Planar formations in preschool education, methods of developing planar geometric concepts in children of preschool and younger school age. Dienes logic block and its use in sorting, ordering and linear geometric patterns. Interactive applets for developing ideas about geometric shapes - sorting and patterns.
The student will be able to create and apply tasks using planar geometric shapes and understand the differences in formulating tasks for sorting, arranging, and developing specific functional thinking

using the properties of planar shapes. The student will know tools and methods for developing ideas about planar geometric shapes, including digital environments (applets), and can argue their use.
- Folding and unfolding planar formations, filling part of a plane. The methodology of using jigsaw puzzles with planar geometric shapes - Tangram, puzzles, puzzles, and the like. Mosaicing and tiling.
The student understands what it means to fill part of a plane, knows the methodology of folding and unfolding planar formations, how to design educational activities, and formulate age-appropriate tasks for folding, unfolding, and mosaicing. The student understands the geometric essence and can transpose it didactically.
Similarities in the plane and their use in pre-primary education. Folding and cutting paper as an application of matching images in Kindergarten. Geometry in squared paper or on a geodetic board - essence, and applications. Activities with mirrors to develop ideas about matching images. Interactive applets for working with symmetries.
The student knows the essence of congruent representations in a plane, their basic properties, and their applications. Can create activities and formulate tasks using isometrics, knows tools and environments for working with similar views, including applets or other software environments.
- The first continuous test. Spatial formations in pre-primary education. Spatial formations, their observation, naming, and standard and different properties. The problem of distinguishing planar and spatial formations.
The student understands the problem of identifying spatial formations of children of preschool and younger school age in the context of levels of geometric reasoning. Can apply knowledge and transpose it into educational interventions to develop ideas about spatial geometric shapes.
- Development of spatial imagination – the methodology for developing spatial geometric concepts in children of preschool and younger school age. Representation of three-dimensional structures in a plane. Networks of bodies - kits, folding and cutting, assembling and disassembling geometric shapes in space, use of building blocks.
The student understands the importance of free parallel projection for the representation of spatial formations and knows how to design and implement activities focused on the composition and decomposition of spatial formations. The student knows and knows how to choose and use a suitable kit competently.
- Buildings from blocks and their use in pre-primary education and in the activities of ŠKD. Records of constructions from blocks (building construction, plan creation, construction description, use of code) and methodology. Interactive applications for the development of spatial imagination.
The student knows the methodology for working with constructions made of blocks and the ways of recording them. The student can apply the methodology and design graded tasks with constructions made of blocks according to the needs and abilities of the child. The student understands the problem of a verbal description of the building and also knows the importance of developing the verbal description of the building in the context of developing orientation in space.
- Orientation in plane and space - differences and similarities. Orientation in space: positioning, stages, and methodology of developing spatial imagination. Rolling (colored, playing) dice - tasks for developing spatial imagination. Square grid, labyrinths, and other applications of graph theory to plane orientation and wayfinding.
The student understands the issue of orientation in space and knows and knows how to apply the methodology of developing orientation in space. Understands the difference in determining the position of objects in a plane and space. Can propose activities to develop spatial orientation following developmental specifics. Knows aids and environments for developing orientation skills.
Methodology for developing children's ideas about measurement and measurement activities. Basic concepts (length measures: length, width, height, distance, thickness; other measures – time,

temperature, volume, speed, mass). Measurement methodology, comparison and arrangement, use of own units. Developing an estimate.
The student knows the methodology of developing children's ideas about the measure and can design and implement activities related to measuring and determining measure. At an age-appropriate level, the student can formulate tasks related to different measures. The student understands the development of children's estimation as an essential valuable requirement for a child's life.
- Second interim test. Evaluation of students' geometric portfolios. Presentation of group projects.

Recommended literature:

MOLNÁR, J., PERNÝ, J., & STOPENOVÁ, A. Prostorová představivost a prostředky k jejímu rozvoji. Praha: JČMF, 2006.
ŽILKOVÁ, K., & ŽIDEK, O. Manipulačná geometria [online Moodle kurz]. Bratislava: Univerzita Komenského, 2013.
ŽILKOVÁ, K. Teória a prax geometrických manipulácií v primárnom vzdelávaní. Praha: PowerPrint, 2013.
ŽILKOVÁ, K. Metódy rozvíjania geometrických pojmov. Aktuálne dostupný LMS Moodle kurz UK.

Languages necessary to complete the course:
Slovak language and Czech language

Notes:
The subject will be open in both the winter and summer semesters, or two courses in the summer semester (depending on the number of admitted students).

Past grade distribution
Total number of evaluated students: 864

A	ABS	B	C	D	E	FX
17,71	0,0	26,04	24,42	17,13	12,38	2,31

Lecturers: Mgr. Angelika Schmid, PhD., Mgr. Veronika Valkóová, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde242/22	Gymnastics and rhythmics

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours seminar+lecture, 22 hours total for the semester, combined form (primarily full-time).
Student workload: 11x2 hours of direct teaching = 22 hours; 10 hours preparation of the student for the first intermediate task-seminar paper; 10 hours preparation of the student for the second intermediate task-presentation of the project; 18 hours preparation of the student for the final test. Total 60 hours of student work.
Methods of education: lecture; explanation; discussion and interaction of the teacher with the students on the discussed topic; teaching based on practical experience; method of group work; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination skills, method of developing joint mobility and flexibility in gymnastic exercises.
Credits: 2
Recommended semester: 3rd - 4th semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. During the semester, the student will submit a seminar paper (preparing a lesson on the development of basic locomotion) worth 20 points. In addition, the student will complete a project presentation focused on teaching a lesson dealing with the development of basic locomotion worth 20 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points on the knowledge acquired throughout the semester.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-(excellent), the student has an excellent command of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply them to practical activities, the student can respond promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the issue addressed, the student can present the teaching of the lesson on the development of basic locomotor skills at a high level, the student's oral and written expression is correct, correct, grammatically correct and creative.
B-(very good), the student has a very good command of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply them to activities with minor deficiencies, the student can respond well during lectures to the teacher's questions and tasks, the student is active and proactive and responds to questions on the issue addressed, the student can present the teaching of a lesson on the development of basic locomotor skills very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his activities are of good quality, with minor shortcomings.
C-(good), the student has a good command of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the topic with minor problems, he/she can present well the lesson on the development of basic locomotor skills with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.
D-(satisfactory), the student has a satisfactory knowledge of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present a lesson on the development of basic locomotor skills at a satisfactory level with shortcomings, the student's oral and written expression has some inaccuracies and also major shortcomings.
E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education, which is at a weak level and with difficulties can apply them to practical activities, he/she responds to the teacher's prompts with inaccuracies, the student himself is not active and initiative, does not ask questions on the problem addressed, the student can present a lesson on the development of basic locomotor skills at a very weak level with major shortcomings, the student's oral and written expression has serious inaccuracies and shortcomings.
Fx-(deficient), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire adequate theoretical knowledge, skills and competences related to the profession of pre-primary education teacher in educational activities focused on physical exercises in gymnastics and rhythmics. They have acquired knowledge of the educational area

of Health and Movement, where they can design and implement educational activities. They will expand their knowledge in connection with didactic reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social development and developmental peculiarities of the preschool child, which they can apply to the physical education process, respecting the intensity of the load in relation to children's health and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in educational and administrative activities in connection with physical activities. Students will acquire competences of teacher's work in the field of organisation and management of educational activities focused on physical exercises in gymnastics and rhythmics at school and in extracurricular sports organisations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice taking into account the wider societal implications in conjunction with the physical exercises of gymnastics and rhythmics. Students are able to identify and evaluate the ethical, social and other contexts of the issues addressed in physical education in pre-primary education with a focus on gymnastics and rhythmics. They will be able to relate theoretical knowledge of physical education with a focus on physical exercise from gymnastics and rhythmics to practice.

Class syllabus:

Course outcomes of subject (content):

The curriculum of the course is designed so that after its practical teaching students are able to apply theoretical knowledge to the practical context of the teaching profession in physical education in pre-primary and primary education in educational activities focused on physical exercises in gymnastics and rhythmics. Students master the professional content of the lectures and from the practical parts of the lessons of the subject they have acquired the terminology of physical exercises. They are familiar with appropriate pedagogical research methods to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in pre-primary and primary education. Students are able to expand their knowledge, competences and skills in physical education with a focus on physical exercises in gymnastics and rhythmics.

They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the course will enable them to establish the foundations of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project for the preparation of teaching a physical education lesson in a kindergarten (educational activity focused on physical exercises with a focus on gymnastics and rhythmics). They will be professionally and methodologically competent to teach the subjects of the educational area Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process of educational activities focused on physical exercises in gymnastics and rhythmics.

- Introduction to gymnastics and rhythmics. Part of the educational activity of physical exercises of preschool children in kindergarten is gymnastics and rhythmics. Origin, characteristics, meaning, function and status of gymnastics and rhythmics. Didactics of basic gymnastic skills.
- Basic entrance and marching shapes, command technique. Basic terminology of physical exercises. Shape, command, announcement. Warm-up options and the use of the best known stretching methods. Correct posture. Examples and implementation of exercises in practical activities of students.
- Exercises of basic gymnastics by form. Individual exercises of an individual. Exercises in pairs, exercises in threes, exercises in groups, exercises in rows, exercises in a circle. Examples of basic gymnastics exercises by form and their implementation in the practical activity of students.

- Exercises according to physiological effect. Exercises for the development of fitness, exercises for the development of coordination skills. To acquaint students with a sufficient repertoire of different types of exercises (without apparatus, with apparatus, yoga, stretching, aerobics), gymnastic exercises with emphasis on correct posture, grace and beauty of movements with adequate development of motor skills and abilities. Examples of exercises according to physiological effect and their implementation in practical activities of students.
- Exercises according to the use of equipment and tools. Exercises with equipment: exercises with jump ropes, exercises with short bar, exercises with full balls, exercises with fit ball, exercises with light dumbbells. Throwing (with different types of balls and balls) with a sledgehammer, overhead throwing, overhead throwing both two-handed and one-handed. Equipment: bench, ladders, box, trapeze. Examples of exercises according to the use of equipment and tools and their implementation in the students' practical activity.
- Exercises without equipment and tools. Exercises without equipment are focused on movements of body parts: arm movements, movements of the lower limbs, movements of the trunk, movements of the head. Whole body movements: standing, kneeling, sitting, lying down, supporting, walking, running, jumping, turning, climbing on all fours, walking on all fours in a kneeling forward posture, walking on all fours in a supine backward posture, climbing backwards, climbing sideways. Examples of exercises without equipment and tools and their implementation in practical activities of students.
- Exercises on tools. Basic positions and movements on tools: bench, pole climb, trapeze. Basic types of holding on the trapeze: overhand, underhand, combination of overhand and underhand. Hang on the trapeze with handstand, hang on the trapeze standing, oscillation on the trapeze (legs move forward and backward), swing on the trapeze (with the whole body), hang on the trapeze with a hinge in the forearm (descent supported by the hips), jump from the trapeze with a forearm. Lying rolls, forward push-ups by pulling on the bench. Examples of exercises on tools and their implementation in practical activities of students.
- Simple acrobatic exercises. They mainly focus on the development of balance, orientation and reaction and from the fitness skills it is mainly the development of strength. Examples and implementation of practical exercises. Mastery of the weight in front of the head (swallow). Mastering forward rolls. Practice and methodology of acrobatic exercises: standing, scales, rolls, flips, jumps. Examples of simple acrobatic exercises and their implementation in the practical activity of students.
- Rhythmic gymnastics. The means of movement and rhythmic training in gymnastics include: rhythmic imitation and improvisation by playing on the body (clapping, clapping, stamping, peeling, etc. rhythmic training by basic movements of body parts, - movement and dance technique (dance motifs and weaves), - dance and movement imitation and improvisation and creation, - rhythmization of the spoken word accompanied by movement, - rhymes, rhymes, folk and musical games, singing, - rhythmic exercises, play and improvisation (both musical and movement). Examples of rhythmic gymnastics exercises and their implementation in students' practical activities.
- Exercises with musical accompaniment. In music and movement exercises we focus on the harmonisation of musical and movement rhythm. Musical prerequisites - rhythm, beat, tempo, dynamics, dance elements and variations, dance links. Perceiving and experiencing rhythm, body movements and body parts in specific exercises. Changes of positions, variations of tempo and rhythm. Aerobics of children in kindergarten. Exercises with equipment and with musical accompaniment. Basic dance steps and folk dances. Examples of exercises with musical accompaniment and their implementation in practical activities of students.
- Preparation and presentation of an educational activity focusing on physical exercises in gymnastics and rhythmics. On the basis of the acquired knowledge, knowledge, experience and

skills - to prepare and present a lesson - an educational activity focused on physical exercises from gymnastics and rhythmics in kindergarten.

Recommended literature:

Odporúčaná literatúra:

ANTALA, B. et al. 2014. Telesná a športová výchova a súčasná škola. Bratislava: NŠC, FTVŠ UK, 2014. 343 s. ISBN 978-80-971466-1-0.

KOLEKTÍV. 2014. Telesná a športová výchova – Kolektívne športové činnosti, gymnastické a tanečné pohybové činnosti. Bratislava: NŠC, FTVŠ UK, 2014. 246 s. ISBN 978-80-971466-3-4.

KALINKOVÁ, M., BARÁTH, L. 2008. Gymnastika pre deti a mládež. Nitra: Pedagogická fakulta UKF, 2008. ISBN 978-80-89197-82-8.

MIŇOVÁ, M. 2017. Pohybový program pre deti materských škôl. Rokus, 2017. 75 s. ISBN 978-80-89510-59-7.

ŠIMONEK, J., et al. 2014. Metodická príručka telesnej výchovy pre materské školy a prvý stupeň základných škôl. Bratislava: AT Publishing, 2014. 140 s. ISBN 978-80-88954-62-0.

Languages necessary to complete the course:

Slovak language and Czech language.

Notes:

Past grade distribution

Total number of evaluated students: 444

A	ABS	B	C	D	E	FX
70,27	0,0	19,37	8,56	1,13	0,23	0,45

Lecturers: Mgr. Lucia Bundová, PhD.

Last change: 10.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde242/22	Gymnastics and rhythmics

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours seminar+lecture, 22 hours total for the semester, combined form (primarily full-time).
Student workload: 11x2 hours of direct teaching = 22 hours; 10 hours preparation of the student for the first intermediate task-seminar paper; 10 hours preparation of the student for the second intermediate task-presentation of the project; 18 hours preparation of the student for the final test. Total 60 hours of student work.
Methods of education: lecture; explanation; discussion and interaction of the teacher with the students on the discussed topic; teaching based on practical experience; method of group work; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination skills, method of developing joint mobility and flexibility in gymnastic exercises.
Credits: 2
Recommended semester: 3rd - 4th semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. During the semester, the student will submit a seminar paper (preparing a lesson on the development of basic locomotion) worth 20 points. In addition, the student will complete a project presentation focused on teaching a lesson dealing with the development of basic locomotion worth 20 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points on the knowledge acquired throughout the semester.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-(excellent), the student has an excellent command of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply them to practical activities, the student can respond promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the issue addressed, the student can present the teaching of the lesson on the development of basic locomotor skills at a high level, the student's oral and written expression is correct, correct, grammatically correct and creative.
B-(very good), the student has a very good command of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply them to activities with minor deficiencies, the student can respond well during lectures to the teacher's questions and tasks, the student is active and proactive and responds to questions on the issue addressed, the student can present the teaching of a lesson on the development of basic locomotor skills very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his activities are of good quality, with minor shortcomings.
C-(good), the student has a good command of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the topic with minor problems, he/she can present well the lesson on the development of basic locomotor skills with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.
D-(satisfactory), the student has a satisfactory knowledge of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present a lesson on the development of basic locomotor skills at a satisfactory level with shortcomings, the student's oral and written expression has some inaccuracies and also major shortcomings.
E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of the development of basic locomotor skills in pre-primary and primary education, which is at a weak level and with difficulties can apply them to practical activities, he/she responds to the teacher's prompts with inaccuracies, the student himself is not active and initiative, does not ask questions on the problem addressed, the student can present a lesson on the development of basic locomotor skills at a very weak level with major shortcomings, the student's oral and written expression has serious inaccuracies and shortcomings.
Fx-(deficient), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire adequate theoretical knowledge, skills and competences related to the profession of pre-primary education teacher in educational activities focused on physical exercises in gymnastics and rhythmics. They have acquired knowledge of the educational area

of Health and Movement, where they can design and implement educational activities. They will expand their knowledge in connection with didactic reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social development and developmental peculiarities of the preschool child, which they can apply to the physical education process, respecting the intensity of the load in relation to children's health and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in educational and administrative activities in connection with physical activities. Students will acquire competences of teacher's work in the field of organisation and management of educational activities focused on physical exercises in gymnastics and rhythmics at school and in extracurricular sports organisations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice taking into account the wider societal implications in conjunction with the physical exercises of gymnastics and rhythmics. Students are able to identify and evaluate the ethical, social and other contexts of the issues addressed in physical education in pre-primary education with a focus on gymnastics and rhythmics. They will be able to relate theoretical knowledge of physical education with a focus on physical exercise from gymnastics and rhythmics to practice.

Class syllabus:

Course outcomes of subject (content):

The curriculum of the course is designed so that after its practical teaching students are able to apply theoretical knowledge to the practical context of the teaching profession in physical education in pre-primary and primary education in educational activities focused on physical exercises in gymnastics and rhythmics. Students master the professional content of the lectures and from the practical parts of the lessons of the subject they have acquired the terminology of physical exercises. They are familiar with appropriate pedagogical research methods to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in pre-primary and primary education. Students are able to expand their knowledge, competences and skills in physical education with a focus on physical exercises in gymnastics and rhythmics.

They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the course will enable them to establish the foundations of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project for the preparation of teaching a physical education lesson in a kindergarten (educational activity focused on physical exercises with a focus on gymnastics and rhythmics). They will be professionally and methodologically competent to teach the subjects of the educational area Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process of educational activities focused on physical exercises in gymnastics and rhythmics.

- Introduction to gymnastics and rhythmics. Part of the educational activity of physical exercises of preschool children in kindergarten is gymnastics and rhythmics. Origin, characteristics, meaning, function and status of gymnastics and rhythmics. Didactics of basic gymnastic skills.
- Basic entrance and marching shapes, command technique. Basic terminology of physical exercises. Shape, command, announcement. Warm-up options and the use of the best known stretching methods. Correct posture. Examples and implementation of exercises in practical activities of students.
- Exercises of basic gymnastics by form. Individual exercises of an individual. Exercises in pairs, exercises in threes, exercises in groups, exercises in rows, exercises in a circle. Examples of basic gymnastics exercises by form and their implementation in the practical activity of students.

- Exercises according to physiological effect. Exercises for the development of fitness, exercises for the development of coordination skills. To acquaint students with a sufficient repertoire of different types of exercises (without apparatus, with apparatus, yoga, stretching, aerobics), gymnastic exercises with emphasis on correct posture, grace and beauty of movements with adequate development of motor skills and abilities. Examples of exercises according to physiological effect and their implementation in practical activities of students.
- Exercises according to the use of equipment and tools. Exercises with equipment: exercises with jump ropes, exercises with short bar, exercises with full balls, exercises with fit ball, exercises with light dumbbells. Throwing (with different types of balls and balls) with a sledgehammer, overhead throwing, overhead throwing both two-handed and one-handed. Equipment: bench, ladders, box, trapeze. Examples of exercises according to the use of equipment and tools and their implementation in the students' practical activity.
- Exercises without equipment and tools. Exercises without equipment are focused on movements of body parts: arm movements, movements of the lower limbs, movements of the trunk, movements of the head. Whole body movements: standing, kneeling, sitting, lying down, supporting, walking, running, jumping, turning, climbing on all fours, walking on all fours in a kneeling forward posture, walking on all fours in a supine backward posture, climbing backwards, climbing sideways. Examples of exercises without equipment and tools and their implementation in practical activities of students.
- Exercises on tools. Basic positions and movements on tools: bench, pole climb, trapeze. Basic types of holding on the trapeze: overhand, underhand, combination of overhand and underhand. Hang on the trapeze with handstand, hang on the trapeze standing, oscillation on the trapeze (legs move forward and backward), swing on the trapeze (with the whole body), hang on the trapeze with a hinge in the forearm (descent supported by the hips), jump from the trapeze with a forearm. Lying rolls, forward push-ups by pulling on the bench. Examples of exercises on tools and their implementation in practical activities of students.
- Simple acrobatic exercises. They mainly focus on the development of balance, orientation and reaction and from the fitness skills it is mainly the development of strength. Examples and implementation of practical exercises. Mastery of the weight in front of the head (swallow). Mastering forward rolls. Practice and methodology of acrobatic exercises: standing, scales, rolls, flips, jumps. Examples of simple acrobatic exercises and their implementation in the practical activity of students.
- Rhythmic gymnastics. The means of movement and rhythmic training in gymnastics include: rhythmic imitation and improvisation by playing on the body (clapping, clapping, stamping, peeling, etc. rhythmic training by basic movements of body parts, - movement and dance technique (dance motifs and weaves), - dance and movement imitation and improvisation and creation, - rhythmization of the spoken word accompanied by movement, - rhymes, rhymes, folk and musical games, singing, - rhythmic exercises, play and improvisation (both musical and movement). Examples of rhythmic gymnastics exercises and their implementation in students' practical activities.
- Exercises with musical accompaniment. In music and movement exercises we focus on the harmonisation of musical and movement rhythm. Musical prerequisites - rhythm, beat, tempo, dynamics, dance elements and variations, dance links. Perceiving and experiencing rhythm, body movements and body parts in specific exercises. Changes of positions, variations of tempo and rhythm. Aerobics of children in kindergarten. Exercises with equipment and with musical accompaniment. Basic dance steps and folk dances. Examples of exercises with musical accompaniment and their implementation in practical activities of students.
- Preparation and presentation of an educational activity focusing on physical exercises in gymnastics and rhythmics. On the basis of the acquired knowledge, knowledge, experience and

skills - to prepare and present a lesson - an educational activity focused on physical exercises from gymnastics and rhythmics in kindergarten.

Recommended literature:

Odporúčaná literatúra:

ANTALA, B. et al. 2014. Telesná a športová výchova a súčasná škola. Bratislava: NŠC, FTVŠ UK, 2014. 343 s. ISBN 978-80-971466-1-0.

KOLEKTÍV. 2014. Telesná a športová výchova – Kolektívne športové činnosti, gymnastické a tanečné pohybové činnosti. Bratislava: NŠC, FTVŠ UK, 2014. 246 s. ISBN 978-80-971466-3-4.

KALINKOVÁ, M., BARÁTH, L. 2008. Gymnastika pre deti a mládež. Nitra: Pedagogická fakulta UKF, 2008. ISBN 978-80-89197-82-8.

MIŇOVÁ, M. 2017. Pohybový program pre deti materských škôl. Rokus, 2017. 75 s. ISBN 978-80-89510-59-7.

ŠIMONEK, J., et al. 2014. Metodická príručka telesnej výchovy pre materské školy a prvý stupeň základných škôl. Bratislava: AT Publishing, 2014. 140 s. ISBN 978-80-88954-62-0.

Languages necessary to complete the course:

Slovak language and Czech language.

Notes:

Past grade distribution

Total number of evaluated students: 444

A	ABS	B	C	D	E	FX
70,27	0,0	19,37	8,56	1,13	0,23	0,45

Lecturers:

Last change: 10.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde233/22	Handling data

Educational activities:
Type of activities: practicals
Number of hours:
per week: 1 **per level/semester:** 13
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
Scope, type/method of teaching and organizational form:
1 hour per week seminar, total 11 hours per semester, combined form; (primarily full-time)
Student workload:
11x1 hour of direct teaching; 22 hours of preparation of intermediate assignments; 17 hours of project preparation; 10 hours of test preparation. Total 60 hours of student work.
Learning methods: explanation, discussion, problem solving, data collection, project development and presentation.

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
A - 94 -100 % the student masters basic statistical concepts, data, information, file, data collection and recording, data arrangement, data sorting, graph, table, arithmetic mean, mode, median, file range, variance. Can organize and sort data, determine median, mode and arithmetic mean, can correctly interpret results using other characteristics, can decide on the appropriateness of data representation for the required information, can evaluate data and make decisions on simple financial issues. Can find and assess the quality of activities and tasks in textbooks and electronic resources for primary mathematics education. He can independently design and implement activities for students. When processing data, he uses information technology (internet, Excel) and knows how to apply them when working with data in primary mathematics, he can discuss proposals, opinions and solutions, he can present and explain his own solutions, he is active in class and presents original proposals.
B more than 84% and less than 94%
Student knows basic statistical concepts, data, information, set, collecting and recording data, organizing data, sorting data, graph, table, arithmetic mean, modus, median, range of a set, variance. Can organize and sort data, determine median, mode and arithmetic mean, can correctly interpret results using other characteristics, generally make correct decisions about the appropriateness of data representation for the information required, can evaluate data in simple financial questions. Can locate and assess the quality of activities and tasks in textbooks and electronic resources for primary mathematics education. Uses information technology (internet, Excel) and can apply it to

work with data in primary mathematics, can discuss suggestions, ideas and solutions, can present, explain own solutions, is active in class.
C more than 74% and less than 84% :
The student knows basic statistical concepts, data, information, set, collecting and recording data, organizing data, sorting data, graph , table, arithmetic mean, modus, median, range of a set, variance. Can organize and sort data, determine median, modus and arithmetic mean. Can correctly interpret data in standard questions, generally make correct decisions about the appropriateness of data representation, can process data in standard financial questions. Can locate activities and problems in textbooks and electronic resources for primary mathematics education but has difficulty judging their quality. Uses information technology (internet, Excel) to process data and can apply it to work with data in primary mathematics, can present own solutions, is active in class but his suggestions are not always correct.
D more than 66% and less than 74%
The student knows basic statistical concepts with gaps, knows the concepts of data, set, graph , arithmetic mean. Can organize and sort data, determine arithmetic mean. Can correctly read and interpret data from a graph in standard questions, can illustrate data with at least one graph, can make decisions about simple questions in finance. Can only use tasks and activities in textbooks and electronic resources, has difficulty judging their quality. Uses information technology (internet, Excel) to process data and can apply it in simple tasks, can present own solutions, is less active in class and only suggests standard procedures.
E more than 60 % and less than 66 %
The student knows basic statistical concepts with gaps, knows the concepts of data, set, graph, arithmetic mean. Can organize and sort data, determine arithmetic mean. Can correctly read data from a graph in standard questions but cannot always interpret correctly, can represent data with at least one graph, can only use problems and activities as recommended in textbooks and electronic resources. Uses information technology (internet, Excel) to process data and can apply it in simple tasks, can present own solutions, is less active in class.
FX
Educational Objectives:
The aim of the course is to learn the basic concepts of descriptive statistics, their meaning, relationships, and methods of work. The priority is to gain practical experience in the selection of a data set, methods of recording, organizing, sorting, representing and interpreting data, to understand the meaning of basic statistical characteristics of a data set, to gain experience in the use of data for obtaining information, for decision making in practical life issues
Learning outcomes
Knowledge: know basic statistical concepts, data, information, set, collecting and recording data, organizing data, sorting data, graph , table, arithmetic mean, modus, median, range of a set, variance.
Skills: be able to organise and sort data, determine median, mode and arithmetic mean, be able to interpret results using other characteristics, be able to select an appropriate form of representation in relation to the information required, be able to evaluate data in the area of money (finance).
Competencies: analyze the SPSS and evaluate the standards in terms of the incidence of working with data, including financial data. assess the appropriateness and quality of electronic resources for primary mathematics education and their optimal use in the classroom, defend their own designs, use digital technologies in data processing, and apply to working with data in primary mathematics, develop financial literacy.

Learning outcomes:
Table of Contents
1. Basic concepts and terminology: data, information message, information value of a message, information value of a data set.

2. Data collection, collection criteria, data recording - number, commas, tables, graphical features - the impact of data retrieval and recording on the information value of the data.
3. Data processing, data arrangement, and data sorting, data representation, the effect of data processing on the information value of a file, the choice of data representation depending on the information we want to find out. Use of spreadsheet editor for data processing.
4. Statistical characteristics of a population: modus, median, arithmetic mean, understanding the function of each characteristic, relationships between characteristics.
Intermediate test on topics 1-4
5 Interpretation of data, reading graphs, information value of graphs, interpreting data information about a set based on static characteristics and their interrelationships. Interpretation of data in education.
6. Methods of working with data in primary education, selecting an appropriate area for collection, appropriate ways of recording, organizing and representing data.
7. School project - processing previously collected data using electronic tools (Excel), possibilities of using spreadsheet editor in primary mathematics.
8. Working with data as a tool for integrating mathematical knowledge from different areas of mathematics, the impact of the number of data on the meaningful value, using data work to develop financial literacy.
9. Presenting and defending a group project

Class syllabus:

Basic concepts and terminology: data, information message, information value of a message, information value of a data set.
2. Data collection, collection criteria, data recording - number, commas, tables, graphical features - the impact of data retrieval and recording on the information value of the data.
3. Data processing, data arrangement, and data sorting, data representation, the effect of data processing on the information value of a file, the choice of data representation depending on the information we want to find out. Use of spreadsheet editor for data processing.
4. Statistical characteristics of a population: modus, median, arithmetic mean, understanding the function of each characteristic, relationships between characteristics.
Intermediate test on topics 1-4
5 Interpretation of data, reading graphs, information value of graphs, interpreting data information about a set based on static characteristics and their interrelationships. Interpretation of data in education.
6. Methods of working with data in primary education, selecting an appropriate area for collection, appropriate ways of recording, organizing and representing data.
7. School project - processing previously collected data using electronic tools (Excel), possibilities of using spreadsheet editor in primary mathematics.
8. Working with data as a tool for integrating mathematical knowledge from different areas of mathematics, the impact of the number of data on the meaningful value, using data work to develop financial literacy.
9. Presenting and defending a group project

Recommended literature:

PARTOVÁ, E. Relácie a ich aplikácie v predškolskej matematike. 1. vyd. Bratislava: ASCO Art& Science, 2004.
Neubauer, J., Sedlačík, M., Kří,O: Základy štatistiky, Grada, 2021
Stredoškolské učebnice matematiky
Fun data handling games for children (topmarks.co.uk)

Languages necessary to complete the course:

slovenský jazyk, český

Notes:

Past grade distribution
Total number of evaluated students: 458

A	ABS	B	C	D	E	FX
36,46	0,0	34,5	19,21	6,11	2,84	0,87

Lecturers: PaedDr. Martina Totkovičová, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde233/22	Handling data

Educational activities:
Type of activities: practicals
Number of hours:
per week: 1 **per level/semester:** 13
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
Scope, type/method of teaching and organizational form:
1 hour per week seminar, total 11 hours per semester, combined form; (primarily full-time)
Student workload:
11x1 hour of direct teaching; 22 hours of preparation of intermediate assignments; 17 hours of project preparation; 10 hours of test preparation. Total 60 hours of student work.
Learning methods: explanation, discussion, problem solving, data collection, project development and presentation.

Number of credits: 2

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
A - 94 -100 % the student masters basic statistical concepts, data, information, file, data collection and recording, data arrangement, data sorting, graph, table, arithmetic mean, mode, median, file range, variance. Can organize and sort data, determine median, mode and arithmetic mean, can correctly interpret results using other characteristics, can decide on the appropriateness of data representation for the required information, can evaluate data and make decisions on simple financial issues. Can find and assess the quality of activities and tasks in textbooks and electronic resources for primary mathematics education. He can independently design and implement activities for students. When processing data, he uses information technology (internet, Excel) and knows how to apply them when working with data in primary mathematics, he can discuss proposals, opinions and solutions, he can present and explain his own solutions, he is active in class and presents original proposals.
B more than 84% and less than 94%
Student knows basic statistical concepts, data, information, set, collecting and recording data, organizing data, sorting data, graph, table, arithmetic mean, modus, median, range of a set, variance. Can organize and sort data, determine median, mode and arithmetic mean, can correctly interpret results using other characteristics, generally make correct decisions about the appropriateness of data representation for the information required, can evaluate data in simple financial questions. Can locate and assess the quality of activities and tasks in textbooks and electronic resources for primary mathematics education. Uses information technology (internet, Excel) and can apply it to

work with data in primary mathematics, can discuss suggestions, ideas and solutions, can present, explain own solutions, is active in class.
C more than 74% and less than 84% :
The student knows basic statistical concepts, data, information, set, collecting and recording data, organizing data, sorting data, graph , table, arithmetic mean, modus, median, range of a set, variance. Can organize and sort data, determine median, modus and arithmetic mean. Can correctly interpret data in standard questions, generally make correct decisions about the appropriateness of data representation, can process data in standard financial questions. Can locate activities and problems in textbooks and electronic resources for primary mathematics education but has difficulty judging their quality. Uses information technology (internet, Excel) to process data and can apply it to work with data in primary mathematics, can present own solutions, is active in class but his suggestions are not always correct.
D more than 66% and less than 74%
The student knows basic statistical concepts with gaps, knows the concepts of data, set, graph , arithmetic mean. Can organize and sort data, determine arithmetic mean. Can correctly read and interpret data from a graph in standard questions, can illustrate data with at least one graph, can make decisions about simple questions in finance. Can only use tasks and activities in textbooks and electronic resources, has difficulty judging their quality. Uses information technology (internet, Excel) to process data and can apply it in simple tasks, can present own solutions, is less active in class and only suggests standard procedures.
E more than 60 % and less than 66 %
The student knows basic statistical concepts with gaps, knows the concepts of data, set, graph, arithmetic mean. Can organize and sort data, determine arithmetic mean. Can correctly read data from a graph in standard questions but cannot always interpret correctly, can represent data with at least one graph, can only use problems and activities as recommended in textbooks and electronic resources. Uses information technology (internet, Excel) to process data and can apply it in simple tasks, can present own solutions, is less active in class.
FX
Educational Objectives:
The aim of the course is to learn the basic concepts of descriptive statistics, their meaning, relationships, and methods of work. The priority is to gain practical experience in the selection of a data set, methods of recording, organizing, sorting, representing and interpreting data, to understand the meaning of basic statistical characteristics of a data set, to gain experience in the use of data for obtaining information, for decision making in practical life issues
Learning outcomes
Knowledge: know basic statistical concepts, data, information, set, collecting and recording data, organizing data, sorting data, graph , table, arithmetic mean, modus, median, range of a set, variance.
Skills: be able to organise and sort data, determine median, mode and arithmetic mean, be able to interpret results using other characteristics, be able to select an appropriate form of representation in relation to the information required, be able to evaluate data in the area of money (finance).
Competencies: analyze the SPSS and evaluate the standards in terms of the incidence of working with data, including financial data. assess the appropriateness and quality of electronic resources for primary mathematics education and their optimal use in the classroom, defend their own designs, use digital technologies in data processing, and apply to working with data in primary mathematics, develop financial literacy.

Learning outcomes:
Table of Contents
1. Basic concepts and terminology: data, information message, information value of a message, information value of a data set.

2. Data collection, collection criteria, data recording - number, commas, tables, graphical features - the impact of data retrieval and recording on the information value of the data.
3. Data processing, data arrangement, and data sorting, data representation, the effect of data processing on the information value of a file, the choice of data representation depending on the information we want to find out. Use of spreadsheet editor for data processing.
4. Statistical characteristics of a population: modus, median, arithmetic mean, understanding the function of each characteristic, relationships between characteristics.
Intermediate test on topics 1-4
5 Interpretation of data, reading graphs, information value of graphs, interpreting data information about a set based on static characteristics and their interrelationships. Interpretation of data in education.
6. Methods of working with data in primary education, selecting an appropriate area for collection, appropriate ways of recording, organizing and representing data.
7. School project - processing previously collected data using electronic tools (Excel), possibilities of using spreadsheet editor in primary mathematics.
8. Working with data as a tool for integrating mathematical knowledge from different areas of mathematics, the impact of the number of data on the meaningful value, using data work to develop financial literacy.
9. Presenting and defending a group project

Class syllabus:

Basic concepts and terminology: data, information message, information value of a message, information value of a data set.
2. Data collection, collection criteria, data recording - number, commas, tables, graphical features - the impact of data retrieval and recording on the information value of the data.
3. Data processing, data arrangement, and data sorting, data representation, the effect of data processing on the information value of a file, the choice of data representation depending on the information we want to find out. Use of spreadsheet editor for data processing.
4. Statistical characteristics of a population: modus, median, arithmetic mean, understanding the function of each characteristic, relationships between characteristics.
Intermediate test on topics 1-4
5 Interpretation of data, reading graphs, information value of graphs, interpreting data information about a set based on static characteristics and their interrelationships. Interpretation of data in education.
6. Methods of working with data in primary education, selecting an appropriate area for collection, appropriate ways of recording, organizing and representing data.
7. School project - processing previously collected data using electronic tools (Excel), possibilities of using spreadsheet editor in primary mathematics.
8. Working with data as a tool for integrating mathematical knowledge from different areas of mathematics, the impact of the number of data on the meaningful value, using data work to develop financial literacy.
9. Presenting and defending a group project

Recommended literature:

PARTOVÁ, E. Relácie a ich aplikácie v predškolskej matematike. 1. vyd. Bratislava: ASCO Art& Science, 2004.
Neubauer, J., Sedlačík, M., Kří,O: Základy štatistiky, Grada, 2021
Stredoškolské učebnice matematiky
Fun data handling games for children (topmarks.co.uk)

Languages necessary to complete the course:

slovenský jazyk, český

Notes:

Past grade distribution
Total number of evaluated students: 458

A	ABS	B	C	D	E	FX
36,46	0,0	34,5	19,21	6,11	2,84	0,87

Lecturers: PaedDr. Martina Totkovičová, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde113/22	Interactive/inclusive pedagogy

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching:
Form of teaching: 2 x 5 hours lecture + seminar, total 10 hours per semester.
Organizational form: combined (primarily distance)
Student workload:
10 hours of direct teaching; 12 hours of self-study, 28 hours of seminar paper preparation; 40 hours of final test preparation. 90 hours in total.
Methods of education:
Problem solving; guided self-study; linking teaching with practice; discussion of the topic; small group work; interpretation of the material; explanation; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia presentation means; project methods; guided brainstorming; analytical-synthetic and comparative methods.
Credits: 3
Recommended semester: 5.-6. semester
Degree of study/educational level: 1st

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The course is completed by examination, the ratio of the interim and final assessment is 50/50. For successful completion of the course it is necessary to obtain a minimum of 60 points from the seminar paper and the final test together. A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a final grade of B, a minimum of 71 points is required for a final grade of C, a minimum of 61 points is required for a final grade of D, and a minimum of 51 points is required for a final grade of E.
The grade is awarded on a scale:
A (100 - 91%, excellent - outstanding, student knows/can do/creates/critically evaluates),
B (90 - 81%, very good - above average standard, student can/does, but critical thinking is borderline),
C (80 - 71%, good - normal reliable work, student knows/learns but cannot apply to practice),

D (70 - 61%, satisfactory - acceptable performance, student knows/learned satisfactorily but cannot apply to practice),
E (60 - 51%, satisfactory - results meet, student meets minimum criteria in knowledge learned, cannot apply to practice),
Fx (50 - 0%, insufficient - further work is required, student does not meet the criteria, cannot apply to practice).

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
Students will acquire adequate theoretical knowledge and practical skills, they will be able to obtain valid data for formulating conclusions for inclusive education of the disabled in the common education to use these for the purposes of educational rehabilitation. An individualised approach to the education of the disabled. Specifics of education (according to the different types of disability) in the mainstream school system. The following transferable competences are also developed in the course: communication skills, abstract and critical thinking skills, creativity, digital skills, analytical skills, metacognitive skills and interpersonal skills.

Class syllabus:

Course outcomes of subject (content):
Terminological definitions of integration, inclusion and inclusive education. Theoretical foundations of integration/inclusion in education. A brief history of integration/inclusion in disability education. Principles, aims and principles of inclusive disability education. Societal attitudes towards inclusive education. Factors influencing inclusive education. Specifics of education of the disabled in inclusive settings. Inclusive policy. Inclusive culture. Inclusive practice. Index of inclusion. Mandatory personnel and material-technical conditions ensuring inclusive education. Methods of education in inclusive conditions. Special-educational counselling as a system of professional support for inclusive education of the disabled.

Recommended literature:

Compulsory readings:
LECHTA,V. 2010. Základy inkluzívní pedagogiky-díte s postižením, narušením a ohrožením ve škole.1. vyd. Praha: Portál, 2010. ISBN 978-80-7367-679-7.
LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha Portál. 2016. ISBN: 978-80-262-1123-5.
Odporúčaná literatúra:
BOOTH, T., AINSCOW, M. 2019. Index inklúzie. [online]. Dostupné na: https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf
DRUŽKOVSKÁ, L., VANČOVÁ, A. 2020. Postoje učiteľov k inklúzii detí so špeciálnymi edukačnými potrebami. In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. 1. vyd. Prešov: Prešovská univerzita v Prešove, 2020. s. 82-100. ISBN 978-80-555-2591-4.
NIVAM. 2024. Katalóg podporných opatrení. Dostupné na: https://podporneopatrenia.minedu.sk/data/att/c09/31224.4fca50.pdf
SCHMIDTOVÁ, M. Integratívna pedagogika (vybrané kapitoly). Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6.
SCHMIDTOVÁ, M. 2012. Koncepcia inkluzívneho vzdelávania zdravotne znevýhodnených. Bratislava: Úrad vlády, 2012.
SCHMIDTOVÁ, M. 2013. Inkluzívna škola-ako na to? Možnosti transformácie škôl smerom k inklúzii. In. HAPALOVÁ, M., KRIGLEROVÁ, E. O krok bližšie k inklúzii. Bratislava: Centrum pre výskum etnicity a kultúry, 2013. ISBN 978-80-971343-0-3.
VANČOVÁ, A. 2010. Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010.ISBN 978-80-89238-37-8.

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov (2008). https://www.slov-lex.sk/ezbierky/pravne-predpisy/SK/ZZ/2008/245/

Languages necessary to complete the course:
Slovak, Czech and English language

Notes:

Past grade distribution
Total number of evaluated students: 535

A	ABS	B	C	D	E	FX
42,8	0,0	29,91	16,45	6,36	3,55	0,93

Lecturers: Mgr. Monika Podhorská, Mgr. Daša Švecová

Last change: 02.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde113/22	Interactive/inclusive pedagogy

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching:
Form of teaching: 2 x 5 hours lecture + seminar, total 10 hours per semester.
Organizational form: combined (primarily distance)
Student workload:
10 hours of direct teaching; 12 hours of self-study, 28 hours of seminar paper preparation; 40 hours of final test preparation. 90 hours in total.
Methods of education:
Problem solving; guided self-study; linking teaching with practice; discussion of the topic; small group work; interpretation of the material; explanation; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia presentation means; project methods; guided brainstorming; analytical-synthetic and comparative methods.
Credits: 3
Recommended semester: 5.-6. semester
Degree of study/educational level: 1st

Number of credits: 3

Recommended semester: 6.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The course is completed by examination, the ratio of the interim and final assessment is 50/50. For successful completion of the course it is necessary to obtain a minimum of 60 points from the seminar paper and the final test together. A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a final grade of B, a minimum of 71 points is required for a final grade of C, a minimum of 61 points is required for a final grade of D, and a minimum of 51 points is required for a final grade of E.
The grade is awarded on a scale:
A (100 - 91%, excellent - outstanding, student knows/can do/creates/critically evaluates),
B (90 - 81%, very good - above average standard, student can/does, but critical thinking is borderline),
C (80 - 71%, good - normal reliable work, student knows/learns but cannot apply to practice),

D (70 - 61%, satisfactory - acceptable performance, student knows/learned satisfactorily but cannot apply to practice),
E (60 - 51%, satisfactory - results meet, student meets minimum criteria in knowledge learned, cannot apply to practice),
Fx (50 - 0%, insufficient - further work is required, student does not meet the criteria, cannot apply to practice).

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
Students will acquire adequate theoretical knowledge and practical skills, they will be able to obtain valid data for formulating conclusions for inclusive education of the disabled in the common education to use these for the purposes of educational rehabilitation. An individualised approach to the education of the disabled. Specifics of education (according to the different types of disability) in the mainstream school system. The following transferable competences are also developed in the course: communication skills, abstract and critical thinking skills, creativity, digital skills, analytical skills, metacognitive skills and interpersonal skills.

Class syllabus:

Course outcomes of subject (content):
Terminological definitions of integration, inclusion and inclusive education. Theoretical foundations of integration/inclusion in education. A brief history of integration/inclusion in disability education. Principles, aims and principles of inclusive disability education. Societal attitudes towards inclusive education. Factors influencing inclusive education. Specifics of education of the disabled in inclusive settings. Inclusive policy. Inclusive culture. Inclusive practice. Index of inclusion. Mandatory personnel and material-technical conditions ensuring inclusive education. Methods of education in inclusive conditions. Special-educational counselling as a system of professional support for inclusive education of the disabled.

Recommended literature:

Compulsory readings:
LECHTA,V. 2010. Základy inkluzívní pedagogiky-díte s postižením, narušením a ohrožením ve škole.1. vyd. Praha: Portál, 2010. ISBN 978-80-7367-679-7.
LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha Portál. 2016. ISBN: 978-80-262-1123-5.
Odporúčaná literatúra:
BOOTH, T., AINSCOW, M. 2019. Index inklúzie. [online]. Dostupné na: https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf
DRUŽKOVSKÁ, L., VANČOVÁ, A. 2020. Postoje učiteľov k inklúzii detí so špeciálnymi edukačnými potrebami. In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. 1. vyd. Prešov: Prešovská univerzita v Prešove, 2020. s. 82-100. ISBN 978-80-555-2591-4.
NIVAM. 2024. Katalóg podporných opatrení. Dostupné na: https://podporneopatrenia.minedu.sk/data/att/c09/31224.4fca50.pdf
SCHMIDTOVÁ, M. Integratívna pedagogika (vybrané kapitoly). Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6.
SCHMIDTOVÁ, M. 2012. Koncepcia inkluzívneho vzdelávania zdravotne znevýhodnených. Bratislava: Úrad vlády, 2012.
SCHMIDTOVÁ, M. 2013. Inkluzívna škola-ako na to? Možnosti transformácie škôl smerom k inklúzii. In. HAPALOVÁ, M., KRIGLEROVÁ, E. O krok bližšie k inklúzii. Bratislava: Centrum pre výskum etnicity a kultúry, 2013. ISBN 978-80-971343-0-3.
VANČOVÁ, A. 2010. Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010.ISBN 978-80-89238-37-8.

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov (2008). https://www.slov-lex.sk/ezbierky/pravne-predpisy/SK/ZZ/2008/245/

Languages necessary to complete the course:
Slovak, Czech and English language

Notes:

Past grade distribution
Total number of evaluated students: 535

A	ABS	B	C	D	E	FX
42,8	0,0	29,91	16,45	6,36	3,55	0,93

Lecturers:

Last change: 02.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPde006/22	**Course title:** Leisure time pedagogy

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching:
1 hour lecture + 1 hour seminar, total 22 hours per semester,
Organizational form: combined form; (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 20 hours of preparation for teaching; 20 hours preparing the student for the midterm test; 12 hours preparing the student for the first midterm assignment - activity proposal; 18 hours preparing the student for the second midterm assignment - seminar paper; 28 hours preparing the student for the final test. Total 120 hours of student work.
Learning methods:
the method of lecture and explanation will be used when taking up new material, new theoretical knowledge, after the lecture of new theoretical knowledge the method of discussion of the teacher with students on the topics discussed will be used, the method of independent and group work will be used in the processing of the seminar work and in the creation of activity proposals for children of younger school age, group work will also be used when discussing topics in leisure pedagogy, the text work method will be used when discussing and interacting with students on individual topics in leisure pedagogy, where students will prepare and study the necessary literature.

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The weight of the prerequisites for successful completion of the course is 15/10/15/60.
During the semester, the student will submit a term paper with a maximum of 15 points (minimum 9 points). In addition, during the semester the student will design and submit proposals for leisure activities for children and youth with a maximum of 10 points (min. 6 points). The student will pass an intermediate test of theoretical knowledge with a maximum of 15 points (min. 9 points) and a final test with a maximum of 60 points (min. 36 points). A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not

be awarded to a student who achieves less than the minimum number of points in any of the four conditions. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-Excellent performance, student knows and masters the theoretical knowledge of leisure and extra-curricular pedagogy and can apply it to activities, student can respond promptly during lectures to the lecturer's questions and assignments, student is active and proactive during the class, student can respond and ask questions in the topic and issue addressed, student presents at a very high level, student's oral and written expression is correct, correct, grammatically flawless and creative;
B-excellent performance, the student knows and masters the theoretical knowledge of the pedagogy of leisure time and extracurricular education and can apply them to activities with minor deficiencies, the student can respond well during lectures to the questions and tasks of the teacher, the student is active and proactive and responds to questions on the topic addressed, the student presents at a very good level with minor deficiencies, the student's oral and written expression is correct, correct, grammatically flawless;
C-good performance, the student knows and masters the theoretical knowledge of the pedagogy of leisure time and extracurricular education and can apply them to activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the problem solved with minor problems, he/she presents at a good level with errors, the student's oral and written expression is correct but of lesser quality and grammatically with minor errors;
D- the student knows the theoretical knowledge of the pedagogy of leisure time and extracurricular education at a satisfactory level and can apply it to activities with problems, in teaching he/she is not very active and initiative, he/she rather plays the role of a passive observer, he/she presents at a weaker level with deficiencies, the student's oral and written expression has some inaccuracies and also major deficiencies;
E- the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of the pedagogy of leisure time and extracurricular education, which is at a below-average level and with difficulties can apply them to activities, he/she responds to the teacher's prompts with inaccuracies, the student himself/herself is not active and initiative, he/she does not ask questions on the issue addressed, he/she presents at a below-average level with major shortcomings, the student's oral and written expression has more serious inaccuracies and shortcomings;
Fx - the student's work and presentation does not meet the requirements for passing the course in any of the prerequisites and the student must repeat the course.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The student will be acquainted with the sphere of pedagogy of leisure time and out-of-school education, with its significant potential for targeted education of children and youth. The student will acquire basic knowledge of the theory and practice of leisure time education (implemented in school and out of school), the possibilities of educational influence of leisure time, its goals, specific features, organization in the social system of education and training in the Slovak Republic, can clarify the basic pedagogical categories in a direct link between theoretical and practical training,

while maintaining the basic characteristics of leisure pedagogy and education as a conscious action aimed at the development of individual prerequisites and interests in the self-realization of personality in leisure activities and activities. Knows and knows the legislative framework of education and training in leisure time. He/she will master the personal and professional requirements for the performance of the function of an educator and will also know his/her competences. He/she will be able to project the educational reality in the conditions of leisure activities. Is able to implement educational and training programmes in specific groups of children in accordance with pedagogical objectives. He/she will be able to guide children and young people in the meaningful use of leisure time.
The mid-term test is usually in the middle of the semester. The student demonstrates the level of theoretical knowledge of the subject.
The student prepares his/her own seminar paper on a predetermined topic in the field of leisure time pedagogy and extracurricular education. The set topics will be communicated to the student at the beginning of the semester. Not only the content of the seminar paper will be evaluated, but also the grammatical and stylistic level of workmanship and presentation.
The activity proposal will be developed by the student in a group with his/her classmates and the two activity proposals will be aimed at children and young people of younger school age. The activity proposals will be focused on any leisure pedagogy activity of interest.
The final test is with rules at the end of the teaching week and the test will focus on theoretical knowledge and professional terminology in leisure and out-of-school time pedagogy. The test will also focus on the application of theoretical knowledge to educational activities.

Class syllabus:

Course outcomes of subject (content):
Pedagogy of leisure time - subject, aims, content of study, history. Basic terminology. The topic focuses on the correct pedagogical terminology in the field of out-of-school education and leisure time pedagogy. The student is familiarized with the subject, objectives and content of leisure and out-of-school education pedagogy. The student acquires
basic terminological knowledge and competences related to the issues of leisure time pedagogy. The student acquires knowledge of the nature and function of leisure time. The student is familiar with the basic terminology (education, out-of-class education, out-of-school education, out-of-school education, leisure education).
Legislative framework of education and leisure time education. Basic legislative documents - school law, decrees. School educational facilities. Leisure-time education in the social system of education and training in the Slovak Republic, an overview of the current organization in the Slovak Republic. The aim of the topic is to familiarize the student with leisure time education and the organization of the leisure time system, basic documents related to leisure time pedagogy and education outside the classroom (laws, decrees, educational-educational establishments). The student is able to evaluate and locate basic documents related to education outside the classroom of another country and compare them with our basic documents of leisure pedagogy and education outside the classroom. The student knows and understands the institutional socialization process. Can plan, analyze, and evaluate leisure activities. Transformations and history of leisure pedagogy. Personalities of leisure pedagogy. The aim of the topic is to familiarize students with the history of leisure pedagogy and personalities of leisure pedagogy and education outside the classroom. The student is to acquire knowledge of the history of leisure and out-of-school education from the earliest history of leisure to the present day. He/she can evaluate the search for the roots of leisure and out-of-school education, where the foundations of leisure come from. The student can also understand the transformations in the perception of leisure and can name the personalities of leisure pedagogy. The student has acquired knowledge of the history of leisure pedagogy.

The process of leisure education - forms, methods, functions, goals, specific principles of leisure. The topic focuses on the forms, methods, functions, objectives, principles of leisure and extra-curricular education. The aim of the topic is to familiarize students with the basic mission and general goal of education outside the classroom. The student has mastered the theoretical knowledge of the management of the educational process in ECD and knows how to apply the basic processes of leisure education in practice (principles, forms, methods of leisure education).
Organized and unorganized forms of free time of children and youth. The aim of the topic is to get acquainted with the forms of children's leisure time use (organized and unorganized). The student should acquire the ability to distinguish between organized and unorganized forms of leisure time education. The student will acquire knowledge about different forms of leisure time education and be able to apply them in practice. The student is able to guide children and pupils to spend their leisure time in a meaningful way.
Interests and leisure activities as a basic leisure activity. The aim of the topic is to learn about interests and leisure activities in leisure time and after-school education. The student should acquire the ability to apply interests and interest activities to practice in leisure time and extracurricular education. The student is able to evaluate interests and leisure activities from a psychological and pedagogical point of view. The student is able to detect predispositions for different interests in children.
Organisation of leisure-time education in school, in school educational establishments, in culture, art, physical education, sport, natural science, technology, in civic associations, children's and youth organisations. The aim of the topic is to become familiar with the organisation and management of leisure time and in education outside the classroom. The student should acquire the ability to organize and manage education in educational institutions (school children's club). The student will be able to apply knowledge of the management and organisation of extracurricular educational activities in practice.
Personality of an educator, leisure time educator. The aim of the topic is to familiarize the student with the characteristics of the personality of a leisure-time educator and after-school education. The student is able to apply the knowledge from the content preparation of the leisure educator to practice - he/she is to acquire the competences of a leisure educator.
Convention on the Rights of the Child, Charter of Leisure Education. The aim of the topic is to become familiar with the overall concept of the Convention on the Rights of the Child concerning leisure. The student is to acquire knowledge about the meaning and importance of leisure time, which are included in the Convention on the Rights of the Child. The student is also to become familiar with the important document Charter of Education for Leisure and be able to apply it in practice.

Recommended literature:

Odporúčaná literatúra:
KOŽUCHOVÁ, M., ČAVOJSKÝ, I. 2021. Pedagogika voľného času detí. I. vyd. Bratislava: UK, 2021. ISBN 978-80-223-5162-1.
KOŽUCHOVÁ, M, a kol. 2018. Školský klub detí z pohľadu vychovávateľov. I. vyd. Bratislava: UK, 2018. ISBN 978-80-223-4579-8.
NOVOTNÁ E. Pedagogika voľného času. 2017. Teória výchovy mimo vyučovania a vo voľnom čase. Prešov: Rokus, 2017. ISBN 9788089510580.
ZELINOVÁ. M. 2012. Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Bratislava: Iura Edition, 2012. ISBN 978-80-8078-479-9.
KRATOCHVÍLOVÁ, E. Pedagogika voľného času. 2010. Trnava: TYPI Universitatis Tyrnaviensis, 2010. ISBN 978-80-8082-330-6.
Dohovor o právach dieťaťa. Zbierka zákonov, č.104/1991.
Výchova mládeže – Deklarácia pri zrode 21.storočia.

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní. (školský zákon).
Zákon č.317/2009 Z.z. o pedagogických zamestnancoch a odborných zamestnancoch.
Zákon č.282/2008 Z.z. o podpore práce s mládežou.
Vyhláška č. 306/2009 MŠ SR o školskom klube detí, školskom stredisku záujmovej činnosti, centre voľného času, školskom hospodárstve a stredisku odbornej praxe.

Languages necessary to complete the course:
Slovak and Czech languages

Notes:

Past grade distribution
Total number of evaluated students: 873

A	ABS	B	C	D	E	FX
52,81	0,0	30,47	9,39	3,09	3,32	0,92

Lecturers: Mgr. Ivan Čavojský, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde006/22	Leisure time pedagogy

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching:
1 hour lecture + 1 hour seminar, total 22 hours per semester,
Organizational form: combined form; (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 20 hours of preparation for teaching; 20 hours preparing the student for the midterm test; 12 hours preparing the student for the first midterm assignment - activity proposal; 18 hours preparing the student for the second midterm assignment - seminar paper; 28 hours preparing the student for the final test. Total 120 hours of student work.
Learning methods:
the method of lecture and explanation will be used when taking up new material, new theoretical knowledge, after the lecture of new theoretical knowledge the method of discussion of the teacher with students on the topics discussed will be used, the method of independent and group work will be used in the processing of the seminar work and in the creation of activity proposals for children of younger school age, group work will also be used when discussing topics in leisure pedagogy, the text work method will be used when discussing and interacting with students on individual topics in leisure pedagogy, where students will prepare and study the necessary literature.

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The weight of the prerequisites for successful completion of the course is 15/10/15/60.
During the semester, the student will submit a term paper with a maximum of 15 points (minimum 9 points). In addition, during the semester the student will design and submit proposals for leisure activities for children and youth with a maximum of 10 points (min. 6 points). The student will pass an intermediate test of theoretical knowledge with a maximum of 15 points (min. 9 points) and a final test with a maximum of 60 points (min. 36 points). A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not

be awarded to a student who achieves less than the minimum number of points in any of the four conditions. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-Excellent performance, student knows and masters the theoretical knowledge of leisure and extra-curricular pedagogy and can apply it to activities, student can respond promptly during lectures to the lecturer's questions and assignments, student is active and proactive during the class, student can respond and ask questions in the topic and issue addressed, student presents at a very high level, student's oral and written expression is correct, correct, grammatically flawless and creative;
B-excellent performance, the student knows and masters the theoretical knowledge of the pedagogy of leisure time and extracurricular education and can apply them to activities with minor deficiencies, the student can respond well during lectures to the questions and tasks of the teacher, the student is active and proactive and responds to questions on the topic addressed, the student presents at a very good level with minor deficiencies, the student's oral and written expression is correct, correct, grammatically flawless;
C-good performance, the student knows and masters the theoretical knowledge of the pedagogy of leisure time and extracurricular education and can apply them to activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the problem solved with minor problems, he/she presents at a good level with errors, the student's oral and written expression is correct but of lesser quality and grammatically with minor errors;
D- the student knows the theoretical knowledge of the pedagogy of leisure time and extracurricular education at a satisfactory level and can apply it to activities with problems, in teaching he/she is not very active and initiative, he/she rather plays the role of a passive observer, he/she presents at a weaker level with deficiencies, the student's oral and written expression has some inaccuracies and also major deficiencies;
E- the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of the pedagogy of leisure time and extracurricular education, which is at a below-average level and with difficulties can apply them to activities, he/she responds to the teacher's prompts with inaccuracies, the student himself/herself is not active and initiative, he/she does not ask questions on the issue addressed, he/she presents at a below-average level with major shortcomings, the student's oral and written expression has more serious inaccuracies and shortcomings;
Fx - the student's work and presentation does not meet the requirements for passing the course in any of the prerequisites and the student must repeat the course.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The student will be acquainted with the sphere of pedagogy of leisure time and out-of-school education, with its significant potential for targeted education of children and youth. The student will acquire basic knowledge of the theory and practice of leisure time education (implemented in school and out of school), the possibilities of educational influence of leisure time, its goals, specific features, organization in the social system of education and training in the Slovak Republic, can clarify the basic pedagogical categories in a direct link between theoretical and practical training,

while maintaining the basic characteristics of leisure pedagogy and education as a conscious action aimed at the development of individual prerequisites and interests in the self-realization of personality in leisure activities and activities. Knows and knows the legislative framework of education and training in leisure time. He/she will master the personal and professional requirements for the performance of the function of an educator and will also know his/her competences. He/she will be able to project the educational reality in the conditions of leisure activities. Is able to implement educational and training programmes in specific groups of children in accordance with pedagogical objectives. He/she will be able to guide children and young people in the meaningful use of leisure time.
The mid-term test is usually in the middle of the semester. The student demonstrates the level of theoretical knowledge of the subject.
The student prepares his/her own seminar paper on a predetermined topic in the field of leisure time pedagogy and extracurricular education. The set topics will be communicated to the student at the beginning of the semester. Not only the content of the seminar paper will be evaluated, but also the grammatical and stylistic level of workmanship and presentation.
The activity proposal will be developed by the student in a group with his/her classmates and the two activity proposals will be aimed at children and young people of younger school age. The activity proposals will be focused on any leisure pedagogy activity of interest.
The final test is with rules at the end of the teaching week and the test will focus on theoretical knowledge and professional terminology in leisure and out-of-school time pedagogy. The test will also focus on the application of theoretical knowledge to educational activities.

Class syllabus:

Course outcomes of subject (content):
Pedagogy of leisure time - subject, aims, content of study, history. Basic terminology. The topic focuses on the correct pedagogical terminology in the field of out-of-school education and leisure time pedagogy. The student is familiarized with the subject, objectives and content of leisure and out-of-school education pedagogy. The student acquires
basic terminological knowledge and competences related to the issues of leisure time pedagogy. The student acquires knowledge of the nature and function of leisure time. The student is familiar with the basic terminology (education, out-of-class education, out-of-school education, out-of-school education, leisure education).
Legislative framework of education and leisure time education. Basic legislative documents - school law, decrees. School educational facilities. Leisure-time education in the social system of education and training in the Slovak Republic, an overview of the current organization in the Slovak Republic. The aim of the topic is to familiarize the student with leisure time education and the organization of the leisure time system, basic documents related to leisure time pedagogy and education outside the classroom (laws, decrees, educational-educational establishments). The student is able to evaluate and locate basic documents related to education outside the classroom of another country and compare them with our basic documents of leisure pedagogy and education outside the classroom. The student knows and understands the institutional socialization process. Can plan, analyze, and evaluate leisure activities. Transformations and history of leisure pedagogy. Personalities of leisure pedagogy. The aim of the topic is to familiarize students with the history of leisure pedagogy and personalities of leisure pedagogy and education outside the classroom. The student is to acquire knowledge of the history of leisure and out-of-school education from the earliest history of leisure to the present day. He/she can evaluate the search for the roots of leisure and out-of-school education, where the foundations of leisure come from. The student can also understand the transformations in the perception of leisure and can name the personalities of leisure pedagogy. The student has acquired knowledge of the history of leisure pedagogy.

The process of leisure education - forms, methods, functions, goals, specific principles of leisure. The topic focuses on the forms, methods, functions, objectives, principles of leisure and extra-curricular education. The aim of the topic is to familiarize students with the basic mission and general goal of education outside the classroom. The student has mastered the theoretical knowledge of the management of the educational process in ECD and knows how to apply the basic processes of leisure education in practice (principles, forms, methods of leisure education).
Organized and unorganized forms of free time of children and youth. The aim of the topic is to get acquainted with the forms of children's leisure time use (organized and unorganized). The student should acquire the ability to distinguish between organized and unorganized forms of leisure time education. The student will acquire knowledge about different forms of leisure time education and be able to apply them in practice. The student is able to guide children and pupils to spend their leisure time in a meaningful way.
Interests and leisure activities as a basic leisure activity. The aim of the topic is to learn about interests and leisure activities in leisure time and after-school education. The student should acquire the ability to apply interests and interest activities to practice in leisure time and extracurricular education. The student is able to evaluate interests and leisure activities from a psychological and pedagogical point of view. The student is able to detect predispositions for different interests in children.
Organisation of leisure-time education in school, in school educational establishments, in culture, art, physical education, sport, natural science, technology, in civic associations, children's and youth organisations. The aim of the topic is to become familiar with the organisation and management of leisure time and in education outside the classroom. The student should acquire the ability to organize and manage education in educational institutions (school children's club). The student will be able to apply knowledge of the management and organisation of extracurricular educational activities in practice.
Personality of an educator, leisure time educator. The aim of the topic is to familiarize the student with the characteristics of the personality of a leisure-time educator and after-school education. The student is able to apply the knowledge from the content preparation of the leisure educator to practice - he/she is to acquire the competences of a leisure educator.
Convention on the Rights of the Child, Charter of Leisure Education. The aim of the topic is to become familiar with the overall concept of the Convention on the Rights of the Child concerning leisure. The student is to acquire knowledge about the meaning and importance of leisure time, which are included in the Convention on the Rights of the Child. The student is also to become familiar with the important document Charter of Education for Leisure and be able to apply it in practice.

Recommended literature:

Odporúčaná literatúra:
KOŽUCHOVÁ, M., ČAVOJSKÝ, I. 2021. Pedagogika voľného času detí. I. vyd. Bratislava: UK, 2021. ISBN 978-80-223-5162-1.
KOŽUCHOVÁ, M, a kol. 2018. Školský klub detí z pohľadu vychovávateľov. I. vyd. Bratislava: UK, 2018. ISBN 978-80-223-4579-8.
NOVOTNÁ E. Pedagogika voľného času. 2017. Teória výchovy mimo vyučovania a vo voľnom čase. Prešov: Rokus, 2017. ISBN 9788089510580.
ZELINOVÁ. M. 2012. Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Bratislava: Iura Edition, 2012. ISBN 978-80-8078-479-9.
KRATOCHVÍLOVÁ, E. Pedagogika voľného času. 2010. Trnava: TYPI Universitatis Tyrnaviensis, 2010. ISBN 978-80-8082-330-6.
Dohovor o právach dieťaťa. Zbierka zákonov, č.104/1991.
Výchova mládeže – Deklarácia pri zrode 21.storočia.

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní. (školský zákon).
Zákon č.317/2009 Z.z. o pedagogických zamestnancoch a odborných zamestnancoch.
Zákon č.282/2008 Z.z. o podpore práce s mládežou.
Vyhláška č. 306/2009 MŠ SR o školskom klube detí, školskom stredisku záujmovej činnosti, centre voľného času, školskom hospodárstve a stredisku odbornej praxe.

Languages necessary to complete the course:
Slovak and Czech languages

Notes:

Past grade distribution
Total number of evaluated students: 873

A	ABS	B	C	D	E	FX
52,81	0,0	30,47	9,39	3,09	3,32	0,92

Lecturers: Mgr. Ivan Čavojský, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde121/22	Literature for of preschool age children

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information

Type of activities, scope (number of hours) and methods of educational activities: Type, scope and methods of educational activities:
Scope, type/method of teaching:
1 hour lecture + 1 hour seminar/week; total 22 hours per semester; combined, mainly by the lecture method.
Student workload:
11x2 hours of direct teaching = 22 hours; 15 hours preparing the student for the first continuous assignment; 15 hours preparing the student for the second continuous assignment; 20 hours preparing the student for the third continuous assignment; 18 hours preparing the student for the final test. A total of 90 hours of student work.
Learning methods:
The initial method is a lecture, explaining particular topics in the field of pre-school literature. The aim of the lecture will be to introduce the process of reception of both fiction and non-fiction texts by a preschool child, since this is a specific age of a child with specific reception needs. These need to be taken into account in the home environment, but also in the kindergarten environment when developing children's pre-reading and literary competences.
Depending on the topics and genres covered, the lecture will also cover strategies and methods of approaching ways of working with text appropriate for the child of a given age.
Another method is a discussion between the teacher and the students on the topics covered in the field of literature for pre-school age, the aim of the discussion is to find out the opinions and attitudes of the students on working with literary texts in pre-primary education and also to encourage them to think critically and contextually, so that in their didactic practice they are competent to select quality and interesting texts for a given age group.
A complementary method is the method of solving problem situations that may arise in the reception and selection of a text. Whether it is a misunderstanding of the text, a child's refusal to read together, or other reading 'encounters', the aim is for the student to be prepared for such situations and to be able to respond appropriately to them.
An essential part of the course is the method of text analysis, through which students become familiar with the basic structural elements of literary and educational texts (composition, plot/character structure, illustrative treatment). Exposure to literature through textual analysis is particularly important, as knowledge of literary theory is an essential knowledge base for the teacher working in the Kindergarten.

Also, creative methods of working with text (creative writing, brainstorming, brainwriting, creating stories and text-image compositions) will be included in the teaching; creative work with text is an important prerequisite for its deeper grasp and understanding by students.
As far as possible, work with ICT will also be included in the course, especially with respect to the didactic principle of illustration and also as a means of comparing the textual and pictorial treatment of the story.

Number of credits: 3

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The student will submit three term papers during the semester with a maximum of 20 points. Two of them will be focused on an artistic text, one on a text of a narrative nature. One will be creative and intended to test students' ability to conceive different types of narratives and textual compositions, supplemented by relevant illustrative material. The continuous assignments are given in such a way that they will be useful for students as didactic aids in their future teaching practice. The evaluation of the intermediate assignments will focus on the creativity of their processing, as well as their age-appropriateness and usability in practice. They will also take a final test aimed at verifying the knowledge presented with a maximum of 40 points. A minimum of 91 points is required for a final mark of A, a minimum of 81 points for a mark of B, a minimum of 73 points for a mark of C, a minimum of 66 points for a mark of D and a minimum of 60 points for a mark of E. Credit will not be awarded to a student who achieves less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required)
A-Excellent performance, student knows/mastery/creates/critically evaluates; B-Excellent performance, student knows/mastery of preschool literature at the level of memorization, but critical thinking is borderline; C-Good performance, student does master the exact knowledge of the subject matter, but creativity, critical thinking, and application of knowledge to practice are at borderline levels; D- the student's mastery of the theoretical knowledge is at a below average level and only with great difficulty does the student apply it in critical thinking and for the needs of didactic practice; E- the student's work meets the minimum criteria, the student's mastery of the theoretical knowledge is insufficient and the student's ability to think creatively and critically is at a below average level; Fx - the student's work does not meet the requirements for passing the course in any of the required criteria and it is necessary for the student to retake the course.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
By completing the course, the student will gain a basic overview of the author's work and the genre spectrum of literature, which is intended for the preschool age of the child and therefore applicable in educational activities carried out in the kindergarten. At the same time, the student will be able to critically evaluate and assess the value orientation of individual works. He will be able to communicate with the child about the individual texts. He will also be familiar with methods

of developing pre-reading literacy. On the basis of the acquired knowledge and skills, the student will be able to communicate with children about literature and to organize educational activities in the Kindergarten, to communicate about the implementation of educational activities with parents and teachers. In the framework of the development of digital skills and competences, the student will acquire the habits of working with literary text in the online space and will be provided with a basic overview of Internet resources dedicated to children's literature. As part of the development of transferable competences and skills, the student will improve his/her ability to communicate, both on a verbal and non-verbal level.

Class syllabus:

Course outcomes of subject (content):

The concept, origin and development of literature for children. Genre composition of children's literature.

The content of this part of the course will be to define the differences between literature intended for preschool age and literature that children encounter at a younger school age (also) in the position of a pupil. The basic principles of the child aspect in literature will be clarified, as well as the limits that the child recipient has in his/her perception compared to the adult reader. The basic differences between the approach to literature in the home family environment versus the kindergarten environment will also be made clear. The lecture will also shed light on the developmental stages of children's reading as well as children's relationship to folklore and folklore. Attention will also be paid to taboo themes and structural elements that are not found in literature for preschool age for obvious reasons or are conveyed in a specific way (sexuality, violence, cathartic and tragic moments, death, political contexts, the ambiguous and subtextual level of interpretation of the text, irony as a specific type of humour in contrast to denotative "cheerfulness").

Folk tale (typology, characters, composition, language).

This chapter deals with the folktale and its specifics. It focuses primarily on texts with episodic composition and on features of the text that are close to the child reader (anthropomorphisation, strong character differentiation of characters, simplicity of the text). Emphasis is also placed on the communicative potential of the text and on the possibilities of communicating with the child after reading it. The possibilities of creative work with a given type of text are discussed with the students (dramatisation, music and movement preparation). The seminar also provides a basic overview of authors dealing with folktales (J. Francisci, P. Dobšinský, Ľ. Feldek).

The rhyme and rhyming as expressive value in children's poetry.

The course chapter deals with the rhyming poem and its importance for the child's speech development. It characterizes the rhyme as a phonic and rhythmic formation through which the child becomes familiar with the syllabic structure of words. At the same time, the differences between the nursery rhyme and poetry for children and adolescents are characterised, since the child is not yet mentally mature to receive the poem as a specific literary form at pre-school age. The nursery rhyme is presented as a simple (even simplistic) poetic form, which, in addition to its literary function, also has a transformative function - it acquaints children with empirical reality. The student is also introduced to the possibilities of applying rhymes in educational activities. It can form the basis of a musical or dramatization activity.

The importance of leporello in education through literature and to literature, book toys, POP UP - books.

The chapter is devoted to the leporello and other types of haptic book objects. Their importance is indisputable; they are often the first book-like objects with which a child comes into contact, usually before the child is three years old. The seminar highlights the specific features of these book objects (emphasis on material processing and easy handling, minimum or complete absence of text and content conveyed only by pictures). A special category is represented by interactive books and book toys for the youngest, accompanied by a sound component, which often substitutes for the

child's abstract (and incomprehensible) text. The market for book toys is constantly expanding, so the seminar is also devoted to a discussion of their quality and a possible marketing strategy to motivate parents to buy them. As this is a really specific category for the little ones, the cooperation of the parent/teacher in working with this type of object is essential, so the seminar also introduces the different reception strategies. Depending on the topic, these can be sound instrumentalisation, repetition of the relevant verbal expressions or the involvement of the child's fine motor skills.
Author's fairy tale, typology, development of Slovak modern author's fairy tale.
This chapter of the course is devoted to the author's, modern and imaginative fairy tale. It is a genre variant of the fairy tale, using different narrative techniques than the folktale, but it appears to be very productive in the development of pre-reading literacy. It often works with the principle of nonsense and juxtapositional comedy, creating imaginative spaces (magical landscapes, landscapes of numbers, etc.), thus contributing significantly to the development of the child's imaginative skills. However, not all texts in this category are suitable for the preschool child, some may be too narratively branched with multiple plot digressions, so the seminar includes a discussion on what text to choose in relation to the age and also the personality of the child. The seminar also includes an overview of the most important texts and authors in the category.
Social prose and fiction for children.
This chapter is devoted to educational literature for preschool age, especially children's encyclopedias and general knowledge literature intended for the child reader. The characteristics are based on the thematic preferences of the texts in question (the human body, animate and inanimate nature, prehistoric nature and the principles of the 'workings of the world'). It also looks at the treatment of the themes in question, taking into account the children's aspect, so as to preserve the cognitive essence of the text. In this connection, attention is also paid to children's preconceptions and naive theories with the theme of nature and human existence. In the same way, the seminar deals with the function of illustration in educational texts and the usefulness of different illustrative techniques (drawings, paintings, photographs).The techniques of shared reading of educational books and the intervention of the teacher/parent in it are also highlighted.
The importance of illustration in the creation for preschoolers.
A chapter of the course is devoted to illustration as a specific means of communication in literature. It explains both the cognitive and the artistic or aesthetic function of illustration, emphasizing also the representational function of the image and figure and the effect of color on the reader. It deals with illustration in artistic and educational texts, as well as its treatment in children's magazines. The chapter also includes the creation of illustration by students in a form that is both engaging and comprehensible to young readers. The seminar also looks at literary forms in which illustration is a dominant element (comics).
Methods of development of reading and literary literacy and their didactic application.
The chapter is based on Ann Van Kleeck's model of literacy development. The latter is elaborated into four processors (semantic, contextual, phonological, orthographic), with the first three considered crucial for the preschool child. Each one, from a particular perspective, introduces the child to book culture, the principles of the ontology of the fictional world, and then works with the development of the phonemic (spelling and sound) perception of language through listening to texts. In this approach, the child is "settled" into the position of listener, but there is also an emphasis on physical contact with the book objects and on reflecting on what has been read in the form of a dialogue with the child after reading. Van Kleeck's model represents one of the few coherent approaches to the development of reading literacy, and it is in the comprehensiveness of his approach to reading that its fundamental importance lies.
Development of language literacy and phonemic awareness.
Linguistic preliteracy forms a separate chapter of text reception. It focuses above all on the quality of the child's speech expression, and many literary forms can be used in its improvement (the

most used of them are nursery rhymes). Attention is also paid to phonemic awareness and correct speech patterns on the part of the parent/educator. Phonemic and syllabic awareness also includes a range of activities that can be carried out with older pre-school children (practising shared reading and identifying individual phonemes and graphemes). An analysis of the different methods of developing pre-reading literacy (the womb method, word bank, language experience, early reference and others) is underway.
Constructivist approaches to the development of language and literacy.
The constructivist approach is to emphasize the child's own authentic experience, and so should the experience of language. Therefore, this chapter emphasizes bringing children's experience of different types of texts out of the realm of book culture and into the realm of experiential experience. Text becomes a means of identifying institutions (names of shops and buildings) as well as a means of organising everyday life (familiarising children with calendars, timetables, different types of timetables and other writings). The aim of the seminar is to teach students ways of accessing text as part of everyday life, which is not only a source of experience and knowledge, but an immediate part of their own experience.
Didactic application of methods for the development of reading and language literacy.
The last chapter is devoted to the development of complex skills and transferable skills that the student can use in his/her own pedagogical practice, in particular communication skills, organisational skills and the ability to adapt communication about literature and reading to the situational context and atmosphere of the classroom. The seminar is also devoted to motivational techniques that can be used by the teacher if a child refuses to cooperate in literary activities.
By reviewing authors and literary genres intended for preschool age, as well as emphasizing transferable and complex skills, the student will acquire a range of knowledge and competencies necessary for the acquisition and development of children's pre-reading literacy, as well as for the organization of educational activities.

Recommended literature:

Compulsory/Recommended readings:
ĎUROŠOVÁ, E. Rozvíjanie bazálnej gramotnosti detí z menejpodnetného sociálneho a kultúrneho prostredia. Banská Bystrica: UMB, 2005. ISBN 80-8083-060-6
SLIACKY, O. a kol. Slovník slovenských spisovateľov pre deti a mládež. 2., opr. a dopln. vyd. Bratislava: LIC, 2009. ISBN 978-80-89222-64-3.
SLIACKY, O. Dejiny slovenskej literatúry pre deti a mládež do roku 1960. 2., dopln. vyd. Bratislava: LIC, 2013. ISBN 978-80-8019-073-5.
STANISLAVOVÁ, Z. a kol. Dejiny slovenskej literatúry pre deti a mládež po roku 1960. Bratislava: LIC, 2010. ISBN 978-80-8019-026-1.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 737

A	ABS	B	C	D	E	FX
33,51	0,0	29,99	17,91	9,63	5,83	3,12

Lecturers: Mgr. Lenka Szentesiová, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde121/22	Literature for of preschool age children

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information

Type of activities, scope (number of hours) and methods of educational activities: Type, scope and methods of educational activities:
Scope, type/method of teaching:
1 hour lecture + 1 hour seminar/week; total 22 hours per semester; combined, mainly by the lecture method.
Student workload:
11x2 hours of direct teaching = 22 hours; 15 hours preparing the student for the first continuous assignment; 15 hours preparing the student for the second continuous assignment; 20 hours preparing the student for the third continuous assignment; 18 hours preparing the student for the final test. A total of 90 hours of student work.
Learning methods:
The initial method is a lecture, explaining particular topics in the field of pre-school literature. The aim of the lecture will be to introduce the process of reception of both fiction and non-fiction texts by a preschool child, since this is a specific age of a child with specific reception needs. These need to be taken into account in the home environment, but also in the kindergarten environment when developing children's pre-reading and literary competences.
Depending on the topics and genres covered, the lecture will also cover strategies and methods of approaching ways of working with text appropriate for the child of a given age.
Another method is a discussion between the teacher and the students on the topics covered in the field of literature for pre-school age, the aim of the discussion is to find out the opinions and attitudes of the students on working with literary texts in pre-primary education and also to encourage them to think critically and contextually, so that in their didactic practice they are competent to select quality and interesting texts for a given age group.
A complementary method is the method of solving problem situations that may arise in the reception and selection of a text. Whether it is a misunderstanding of the text, a child's refusal to read together, or other reading 'encounters', the aim is for the student to be prepared for such situations and to be able to respond appropriately to them.
An essential part of the course is the method of text analysis, through which students become familiar with the basic structural elements of literary and educational texts (composition, plot/character structure, illustrative treatment). Exposure to literature through textual analysis is particularly important, as knowledge of literary theory is an essential knowledge base for the teacher working in the Kindergarten.

Also, creative methods of working with text (creative writing, brainstorming, brainwriting, creating stories and text-image compositions) will be included in the teaching; creative work with text is an important prerequisite for its deeper grasp and understanding by students.
As far as possible, work with ICT will also be included in the course, especially with respect to the didactic principle of illustration and also as a means of comparing the textual and pictorial treatment of the story.

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The student will submit three term papers during the semester with a maximum of 20 points. Two of them will be focused on an artistic text, one on a text of a narrative nature. One will be creative and intended to test students' ability to conceive different types of narratives and textual compositions, supplemented by relevant illustrative material. The continuous assignments are given in such a way that they will be useful for students as didactic aids in their future teaching practice. The evaluation of the intermediate assignments will focus on the creativity of their processing, as well as their age-appropriateness and usability in practice. They will also take a final test aimed at verifying the knowledge presented with a maximum of 40 points. A minimum of 91 points is required for a final mark of A, a minimum of 81 points for a mark of B, a minimum of 73 points for a mark of C, a minimum of 66 points for a mark of D and a minimum of 60 points for a mark of E. Credit will not be awarded to a student who achieves less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required)
A-Excellent performance, student knows/mastery/creates/critically evaluates; B-Excellent performance, student knows/mastery of preschool literature at the level of memorization, but critical thinking is borderline; C-Good performance, student does master the exact knowledge of the subject matter, but creativity, critical thinking, and application of knowledge to practice are at borderline levels; D- the student's mastery of the theoretical knowledge is at a below average level and only with great difficulty does the student apply it in critical thinking and for the needs of didactic practice; E- the student's work meets the minimum criteria, the student's mastery of the theoretical knowledge is insufficient and the student's ability to think creatively and critically is at a below average level; Fx - the student's work does not meet the requirements for passing the course in any of the required criteria and it is necessary for the student to retake the course.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
By completing the course, the student will gain a basic overview of the author's work and the genre spectrum of literature, which is intended for the preschool age of the child and therefore applicable in educational activities carried out in the kindergarten. At the same time, the student will be able to critically evaluate and assess the value orientation of individual works. He will be able to communicate with the child about the individual texts. He will also be familiar with methods

of developing pre-reading literacy. On the basis of the acquired knowledge and skills, the student will be able to communicate with children about literature and to organize educational activities in the Kindergarten, to communicate about the implementation of educational activities with parents and teachers. In the framework of the development of digital skills and competences, the student will acquire the habits of working with literary text in the online space and will be provided with a basic overview of Internet resources dedicated to children's literature. As part of the development of transferable competences and skills, the student will improve his/her ability to communicate, both on a verbal and non-verbal level.

Class syllabus:

Course outcomes of subject (content):

The concept, origin and development of literature for children. Genre composition of children's literature.

The content of this part of the course will be to define the differences between literature intended for preschool age and literature that children encounter at a younger school age (also) in the position of a pupil. The basic principles of the child aspect in literature will be clarified, as well as the limits that the child recipient has in his/her perception compared to the adult reader. The basic differences between the approach to literature in the home family environment versus the kindergarten environment will also be made clear. The lecture will also shed light on the developmental stages of children's reading as well as children's relationship to folklore and folklore. Attention will also be paid to taboo themes and structural elements that are not found in literature for preschool age for obvious reasons or are conveyed in a specific way (sexuality, violence, cathartic and tragic moments, death, political contexts, the ambiguous and subtextual level of interpretation of the text, irony as a specific type of humour in contrast to denotative "cheerfulness").

Folk tale (typology, characters, composition, language).

This chapter deals with the folktale and its specifics. It focuses primarily on texts with episodic composition and on features of the text that are close to the child reader (anthropomorphisation, strong character differentiation of characters, simplicity of the text). Emphasis is also placed on the communicative potential of the text and on the possibilities of communicating with the child after reading it. The possibilities of creative work with a given type of text are discussed with the students (dramatisation, music and movement preparation). The seminar also provides a basic overview of authors dealing with folktales (J. Francisci, P. Dobšinský, Ľ. Feldek).

The rhyme and rhyming as expressive value in children's poetry.

The course chapter deals with the rhyming poem and its importance for the child's speech development. It characterizes the rhyme as a phonic and rhythmic formation through which the child becomes familiar with the syllabic structure of words. At the same time, the differences between the nursery rhyme and poetry for children and adolescents are characterised, since the child is not yet mentally mature to receive the poem as a specific literary form at pre-school age. The nursery rhyme is presented as a simple (even simplistic) poetic form, which, in addition to its literary function, also has a transformative function - it acquaints children with empirical reality. The student is also introduced to the possibilities of applying rhymes in educational activities. It can form the basis of a musical or dramatization activity.

The importance of leporello in education through literature and to literature, book toys, POP UP - books.

The chapter is devoted to the leporello and other types of haptic book objects. Their importance is indisputable; they are often the first book-like objects with which a child comes into contact, usually before the child is three years old. The seminar highlights the specific features of these book objects (emphasis on material processing and easy handling, minimum or complete absence of text and content conveyed only by pictures). A special category is represented by interactive books and book toys for the youngest, accompanied by a sound component, which often substitutes for the

child's abstract (and incomprehensible) text. The market for book toys is constantly expanding, so the seminar is also devoted to a discussion of their quality and a possible marketing strategy to motivate parents to buy them. As this is a really specific category for the little ones, the cooperation of the parent/teacher in working with this type of object is essential, so the seminar also introduces the different reception strategies. Depending on the topic, these can be sound instrumentalisation, repetition of the relevant verbal expressions or the involvement of the child's fine motor skills.
Author's fairy tale, typology, development of Slovak modern author's fairy tale.
This chapter of the course is devoted to the author's, modern and imaginative fairy tale. It is a genre variant of the fairy tale, using different narrative techniques than the folktale, but it appears to be very productive in the development of pre-reading literacy. It often works with the principle of nonsense and juxtapositional comedy, creating imaginative spaces (magical landscapes, landscapes of numbers, etc.), thus contributing significantly to the development of the child's imaginative skills. However, not all texts in this category are suitable for the preschool child, some may be too narratively branched with multiple plot digressions, so the seminar includes a discussion on what text to choose in relation to the age and also the personality of the child. The seminar also includes an overview of the most important texts and authors in the category.
Social prose and fiction for children.
This chapter is devoted to educational literature for preschool age, especially children's encyclopedias and general knowledge literature intended for the child reader. The characteristics are based on the thematic preferences of the texts in question (the human body, animate and inanimate nature, prehistoric nature and the principles of the 'workings of the world'). It also looks at the treatment of the themes in question, taking into account the children's aspect, so as to preserve the cognitive essence of the text. In this connection, attention is also paid to children's preconceptions and naive theories with the theme of nature and human existence. In the same way, the seminar deals with the function of illustration in educational texts and the usefulness of different illustrative techniques (drawings, paintings, photographs).The techniques of shared reading of educational books and the intervention of the teacher/parent in it are also highlighted.
The importance of illustration in the creation for preschoolers.
A chapter of the course is devoted to illustration as a specific means of communication in literature. It explains both the cognitive and the artistic or aesthetic function of illustration, emphasizing also the representational function of the image and figure and the effect of color on the reader. It deals with illustration in artistic and educational texts, as well as its treatment in children's magazines. The chapter also includes the creation of illustration by students in a form that is both engaging and comprehensible to young readers. The seminar also looks at literary forms in which illustration is a dominant element (comics).
Methods of development of reading and literary literacy and their didactic application.
The chapter is based on Ann Van Kleeck's model of literacy development. The latter is elaborated into four processors (semantic, contextual, phonological, orthographic), with the first three considered crucial for the preschool child. Each one, from a particular perspective, introduces the child to book culture, the principles of the ontology of the fictional world, and then works with the development of the phonemic (spelling and sound) perception of language through listening to texts. In this approach, the child is "settled" into the position of listener, but there is also an emphasis on physical contact with the book objects and on reflecting on what has been read in the form of a dialogue with the child after reading. Van Kleeck's model represents one of the few coherent approaches to the development of reading literacy, and it is in the comprehensiveness of his approach to reading that its fundamental importance lies.
Development of language literacy and phonemic awareness.
Linguistic preliteracy forms a separate chapter of text reception. It focuses above all on the quality of the child's speech expression, and many literary forms can be used in its improvement (the

most used of them are nursery rhymes). Attention is also paid to phonemic awareness and correct speech patterns on the part of the parent/educator. Phonemic and syllabic awareness also includes a range of activities that can be carried out with older pre-school children (practising shared reading and identifying individual phonemes and graphemes). An analysis of the different methods of developing pre-reading literacy (the womb method, word bank, language experience, early reference and others) is underway.
Constructivist approaches to the development of language and literacy.
The constructivist approach is to emphasize the child's own authentic experience, and so should the experience of language. Therefore, this chapter emphasizes bringing children's experience of different types of texts out of the realm of book culture and into the realm of experiential experience. Text becomes a means of identifying institutions (names of shops and buildings) as well as a means of organising everyday life (familiarising children with calendars, timetables, different types of timetables and other writings). The aim of the seminar is to teach students ways of accessing text as part of everyday life, which is not only a source of experience and knowledge, but an immediate part of their own experience.
Didactic application of methods for the development of reading and language literacy.
The last chapter is devoted to the development of complex skills and transferable skills that the student can use in his/her own pedagogical practice, in particular communication skills, organisational skills and the ability to adapt communication about literature and reading to the situational context and atmosphere of the classroom. The seminar is also devoted to motivational techniques that can be used by the teacher if a child refuses to cooperate in literary activities.
By reviewing authors and literary genres intended for preschool age, as well as emphasizing transferable and complex skills, the student will acquire a range of knowledge and competencies necessary for the acquisition and development of children's pre-reading literacy, as well as for the organization of educational activities.

Recommended literature:

Compulsory/Recommended readings:
ĎUROŠOVÁ, E. Rozvíjanie bazálnej gramotnosti detí z menejpodnetného sociálneho a kultúrneho prostredia. Banská Bystrica: UMB, 2005. ISBN 80-8083-060-6
SLIACKY, O. a kol. Slovník slovenských spisovateľov pre deti a mládež. 2., opr. a dopln. vyd. Bratislava: LIC, 2009. ISBN 978-80-89222-64-3.
SLIACKY, O. Dejiny slovenskej literatúry pre deti a mládež do roku 1960. 2., dopln. vyd. Bratislava: LIC, 2013. ISBN 978-80-8019-073-5.
STANISLAVOVÁ, Z. a kol. Dejiny slovenskej literatúry pre deti a mládež po roku 1960. Bratislava: LIC, 2010. ISBN 978-80-8019-026-1.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 737

A	ABS	B	C	D	E	FX
33,51	0,0	29,99	17,91	9,63	5,83	3,12

Lecturers: Mgr. Lenka Szentesiová, PhD., Mgr. Adela Dúbravová, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde011/22	Management of schools and schooling

Educational activities:
Type of activities: lecture
Number of hours:
per week: 1 **per level/semester:** 13
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
5 hours lecture, 5 hours total per semester combined (mostly distance).
Student workload:
5 hours of direct instruction, 7 hours of preparation for teaching during the semester, 22 hours of preparation for midterm evaluation, 6 hours of student preparation for seminars/self-study, 20 hours of preparation for final evaluation, 60 hours in total.
Teaching methods:
dialogical methods - interview, group discussion, problem-based methods - brainwriting, brainstorming, monological methods - lecture, instruction, guided self-study - work with text, e-learning.
Number of credits: 2
Recommended semester/trimester of study: 5.-6. semester
Level of study: 1st

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
100% of the interim assessment.
Assessment: consists of an interim and a final assessment (30+20, 50 points in total).
Interim assessment: consists of a 30-item knowledge test to be given in week 6 of the interim course. A written examination/test, consisting of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out by the 6th week of continuous teaching and the study of the literature.
Final assessment: consists of an assessment of the knowledge acquired through a 20-item knowledge test to be given in week 11 of the continuous teaching period. The written examination/ test, consists of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out from week 6-11 of the continuous teaching and the study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal flaws),

B (90-81%, very good - above average results with minor deficiencies),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant deficiencies occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course, it is necessary to obtain at least 60% of the points.

Learning outcomes:

Learning objectives and outcomes:
By completing the subject Educational and School Management, the student should:
- to know the theoretical background of school management and school management as a separate scientific discipline: the essence of school management in the Slovak Republic at all levels of school management with an emphasis on internal school management and in the context of managerial functions,
- be familiar with the basic legal documents and be able to correctly interpret the meanings given in these legal documents, which regulate the activities of the kindergarten and primary school, with an emphasis on the needs of the work of the teaching staff,
- be able to apply the acquired knowledge and knowledge from other disciplines in the focus area: school image, culture and climate, in the area of cooperation with the school management and legal representatives of children/pupils in solving standard, specific and problematic tasks and situations and in the framework of school development,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Class syllabus:

Brief outline of the course:
- Basic terminology, sources of study. Schools and concepts of management. The system of school management in the Slovak Republic and the system of internal school management in the context of managerial functions. Legal and pedagogical-organisational regulations applied in education and their significance. Interpretation of the constitution in terms of application in education. The legislation governing the activities of kindergartens and primary schools (laws, decrees, working regulations, pedagogical-organisational instructions, guidelines and regulations), with an emphasis on the needs of the work of the teaching staff. The personality of the head of teaching staff - legal and personal requirements. School image, school culture. School climate.

Recommended literature:

Compulsory reading:
KONEČNÁ VAVERKOVÁ, I. 2018. Materská škola – organizácia a manažment. Bratislava : Wolters Kluwer, 2018, 2. vyd., 120 s., ISBN 978-80-8168-845-4
PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 s. ISBN 978-80-223-3621-5
https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf
PISOŇOVÁ, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vyd., 167 s., ISBN 978-80-8168-660-3
https://moodle.uniba.sk/mod/quiz/view.php?id=57866
Učebný zdroj: ŠKOLSKÝ MANAŽMENT (moodle):
https://moodle.uniba.sk/course/view.php?id=162
Constitution of the Slovak Republic.
Current legislative norms concerning the establishment and operation of kindergartens, primary schools, in the Slovak Republic.

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov.
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.
Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 610

A	ABS	B	C	D	E	FX
73,28	0,0	11,64	10,33	3,61	0,82	0,33

Lecturers: Mgr. Róbert Zsembera

Last change: 22.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde011/22	Management of schools and schooling

Educational activities:
Type of activities: lecture
Number of hours:
per week: 1 **per level/semester:** 13
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and method of educational activities:
5 hours lecture, 5 hours total per semester combined (mostly distance).
Student workload:
5 hours of direct instruction, 7 hours of preparation for teaching during the semester, 22 hours of preparation for midterm evaluation, 6 hours of student preparation for seminars/self-study, 20 hours of preparation for final evaluation, 60 hours in total.
Teaching methods:
dialogical methods - interview, group discussion, problem-based methods - brainwriting, brainstorming, monological methods - lecture, instruction, guided self-study - work with text, e-learning.
Number of credits: 2
Recommended semester/trimester of study: 5.-6. semester
Level of study: 1st

Number of credits: 2

Recommended semester: 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
100% of the interim assessment.
Assessment: consists of an interim and a final assessment (30+20, 50 points in total).
Interim assessment: consists of a 30-item knowledge test to be given in week 6 of the interim course. A written examination/test, consisting of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out by the 6th week of continuous teaching and the study of the literature.
Final assessment: consists of an assessment of the knowledge acquired through a 20-item knowledge test to be given in week 11 of the continuous teaching period. The written examination/ test, consists of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out from week 6-11 of the continuous teaching and the study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal flaws),

B (90-81%, very good - above average results with minor deficiencies),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant deficiencies occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course, it is necessary to obtain at least 60% of the points.

Learning outcomes:

Learning objectives and outcomes:
By completing the subject Educational and School Management, the student should:
- to know the theoretical background of school management and school management as a separate scientific discipline: the essence of school management in the Slovak Republic at all levels of school management with an emphasis on internal school management and in the context of managerial functions,
- be familiar with the basic legal documents and be able to correctly interpret the meanings given in these legal documents, which regulate the activities of the kindergarten and primary school, with an emphasis on the needs of the work of the teaching staff,
- be able to apply the acquired knowledge and knowledge from other disciplines in the focus area: school image, culture and climate, in the area of cooperation with the school management and legal representatives of children/pupils in solving standard, specific and problematic tasks and situations and in the framework of school development,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Class syllabus:

Brief outline of the course:
- Basic terminology, sources of study. Schools and concepts of management. The system of school management in the Slovak Republic and the system of internal school management in the context of managerial functions. Legal and pedagogical-organisational regulations applied in education and their significance. Interpretation of the constitution in terms of application in education. The legislation governing the activities of kindergartens and primary schools (laws, decrees, working regulations, pedagogical-organisational instructions, guidelines and regulations), with an emphasis on the needs of the work of the teaching staff. The personality of the head of teaching staff - legal and personal requirements. School image, school culture. School climate.

Recommended literature:

Compulsory reading:
KONEČNÁ VAVERKOVÁ, I. 2018. Materská škola – organizácia a manažment. Bratislava : Wolters Kluwer, 2018, 2. vyd., 120 s., ISBN 978-80-8168-845-4
PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 s. ISBN 978-80-223-3621-5
https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf
PISOŇOVÁ, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vyd., 167 s., ISBN 978-80-8168-660-3
https://moodle.uniba.sk/mod/quiz/view.php?id=57866
Učebný zdroj: ŠKOLSKÝ MANAŽMENT (moodle):
https://moodle.uniba.sk/course/view.php?id=162
Constitution of the Slovak Republic.
Current legislative norms concerning the establishment and operation of kindergartens, primary schools, in the Slovak Republic.

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov.
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.
Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 610

A	ABS	B	C	D	E	FX
73,28	0,0	11,64	10,33	3,61	0,82	0,33

Lecturers: Mgr. Róbert Zsembera

Last change: 22.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde303/15	Manipulation and motor games

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours per week seminar, total 22 hours per semester in combined form (primary, full-time).
Student workload: 11x2 hours of direct teaching = 22 hours; 18 hours preparing the student for the first interim assignment-seminar paper; 18 hours preparing the student for the second interim assignment-presentation of the project; 32 hours preparing the student for the final test. Total 90 hours of student work.
Methods of education: lecture; explanation; discussion and interaction of the teacher with the students on the topic; teaching based on practical experience; method of group work; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination abilities, method of developing joint mobility and flexibility in activities related to manipulation and movement games.
Credits: 3
Recommended semester: 4th - 5th semester
Degree of study/educational level: 1st

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. During the semester, the student will submit a term paper (preparing a lesson with manipulative and movement games) worth 20 points. In addition, the student will complete a project presentation focused on teaching a lesson dealing with manipulative and movement games worth 20 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points of the knowledge acquired throughout the semester.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-(excellent), the student has an excellent command of the theoretical knowledge of manipulative and movement games in pre-primary and primary education and can apply them to practical activities, the student can react promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the problem addressed, the student is able to present the teaching of a lesson on manipulative and movement games at a high level, the student's oral and written expression is correct, correct, grammatically flawless and creative.
B-(very good), the student has a very good command of the theoretical knowledge of manipulative and movement games in pre-primary and primary education and can apply them to activities with minor deficiencies, the student can respond well during lectures to the teacher's questions and tasks, the student is active and proactive and responds to questions on the issue addressed, the student can present the teaching of a lesson on manipulative and movement games very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his activities are of good quality, with minor shortcomings.
C-(good), the student has a good command of the theoretical knowledge of manipulative and movement games in pre-primary and primary education, and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the problem with minor problems, he/she can present well the lesson of manipulative and movement games with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.
D-(satisfactory), the student has a satisfactory knowledge of the theoretical knowledge of manipulative and movement games in pre-primary and primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present the lesson of manipulative and movement games at a satisfactory level with shortcomings, the student's oral and written expression has some inaccuracies and also has major shortcomings.
E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of manipulative and movement games in pre-primary and primary education, which is at a weak level and with difficulty can apply them to practical activities, he/she responds to the teacher's prompts with inaccuracies, the student himself is not active and initiative, does not ask questions on the problem addressed, the student can present the teaching of the lesson on manipulative and movement games at a very weak level with major shortcomings, the student's oral and written expression has more serious inaccuracies and shortcomings.
Fx-(deficient), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire adequate theoretical knowledge, skills and competences related to the profession of pre-primary and primary education teacher in educational activities focused on physical exercises related to Manipulation and Movement Games. They have acquired

knowledge in the educational area of Health and Movement, where they can design and implement educational activities. They will expand their knowledge in connection with didactic reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social development and developmental characteristics of the preschool and younger school-age child, which they can apply to the physical education process, respecting the intensity of the load in relation to children's health and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in educational and administrative activities in connection with physical activities. Students will acquire the competences of teacher's work in the field of organisation and management of educational activities focused on physical exercises with manipulative and movement games at school and in extracurricular sports organisations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice considering the wider social implications in relation to manipulative and movement games. Students will be able to identify and evaluate the ethical, social and other contexts of issues addressed in physical education in pre-primary and primary education. They will be able to relate theoretical knowledge of physical exercises related to manipulative and movement games to practice.

Class syllabus:

Course outcomes of subject (content):

The curriculum of the course is designed so that after its practical teaching, students will be able to apply the theoretical knowledge to the practical contexts of the performance of the teaching profession from physical exercises related to Manipulation and Movement Games to practice. The students have mastered the professional content of the given lectures and have acquired the terminology of physical exercises from the practical parts of the lessons of the given subject. They are familiar with appropriate pedagogical research methods to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in pre-primary and primary education. Students are able to expand their knowledge, competencies and skills in physical exercises related to Manipulation and Movement Games throughout their life. They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students will acquire during the course will enable them to establish the foundations of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project for the preparation of a lesson with manipulative and movement games. They will be professionally and methodologically competent to teach the subjects of the educational area Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process focused on physical exercises with manipulative and movement games for children in preschool and younger school age.

- Introduction to manipulative and movement games. History, characteristics, importance and position of manipulative and movement games in physical and sport education in primary education. Characterize the basic concepts related to games: baba, chaser, movement game, sports game, player, teammate, captain, striker, attack, offense, offensive action, defender, defense, defensive action, referee, opponent, opponent, signal, goal, point, pass, throw, shooting, ball keeping, dribbling. ball possession. Playground: (playing space, playing area, centre line, goal, basket). Playing equipment: balls (solid, foam), rings, bats, hockey sticks, cones, flying saucers, ringo rings, jump ropes, tambourines, mallets, benches, trampolines, ladders, Swedish boxes, etc.).
- Games focusing on the manipulation of various traditional and non-traditional tools and other equipment. Introducing the rules with practical demonstration and implementation of the following movement games with children: Monkey Track, Exercises on stations, Exercises with benches and

obstacles, Games with hoops, Game with foam obstacles, Game with frequency ladder, Carts, Game with 4 sizes of balls, Running game (Picking strawberries).
- Games focusing on manipulating a variety of traditional and non-traditional equipment and other aids. Introducing the rules with practical demonstration and implementation of the following movement games with children: Game (Exercises with sticks and ball), Game with foam plates (Master Catcher), Game for children with sticks for reaction speed and cooperation, Game (On children need to go with sticks), Game (With water pipes is fun), Relay game with tops.
- Games focusing on manipulating a variety of traditional and non-traditional tools and equipment. Introducing the rules with practical demonstration and implementation of the following movement games with children: Game (Open and closed hats), Football game (Kick off, Goal from the first), Game (Tunnels with balls and gymnastic circles), Relay game (Rubik's cube), Movement game (On the trains, Newspaper relay for children), Movement game (Rock, paper, scissors), Chase game (Crabs in the gym, Molecules).
- Movement games with scarves and attention games. Introduction to the rules with demonstration and implementation of the following movement games. 1. Games with scarves. 2. Attention games: Clapping, Giant midget, Touch your opponent first, Mega-balloon shootout.
- Complementary and non-traditional movement games. Introduction of the rules with demonstration and implementation of the following movement games with children: Letters, Numbers, Straws, Playing with hats and tennis balls, Man Don't Be Angry, Spider, Ambulance, For a Thief, Devil's Chase, Sheep and Wolves, Semaphore, Tic-tac-toe Pyshquare. Non-traditional sports games: badminton, lacrosse, ringo, softenis, frisbee, indiaca.
- Relay games. Introduction to the rules with demonstration and implementation of the following relay games with children: Games with balls and hats, Rubik's cube, Athletic exercises in the gym, Jumping relay, Jump rope relay, Lifeguard relay, Rebounding relay.
- Movement games aimed at developing movement skills (fitness, coordination and hybrid). Introduction of the rules with practical demonstration and implementation of the following movement games with children. Chases (singles, pairs, triples,), Chases simple: where fast running alternates with rest. Chases with adjustment and complaining (increasing the number of chasers, chasers have to hold hands or perform various additional activities, they can only catch the player in a certain way, chases with stop protection, etc.: if he touches a certain colour, a part of the body of a teammate, wood, when he takes a predetermined position (stork, spider, frog, statue). Challenges (Hen and Chickens, Look for a Friend, Fruit Basket). Pre-running games (Tying the bow, On the centipede, On the train). Jumping games (To the kangaroos, Jumping crowds, Jump to me come to me). Passing (Passing in a circle, Passing overhead, Passing seated). Carries (Lifesavers Relay, Riders Run, On the Wheelbarrows, Carried with the Ball Carried with the Tools, On the Waiters). Chases (Ball war, Who throws the furthest, Chased with discharge). Passing games (Don't give the ball to the third, Passing in the circle, On accurate passes). Three-pointers (On the deer, Hitting the target). Passing games (Bear fight, Knee fight, Border fight, Who is stronger. Dodgeball (Basic 3 exercises for dodgeball, Master in the house, Jump rope fight, Fight for the mat, Full ball fight, Elephant fight).
- Preparatory sports games focused on football, basketball, volleyball, handball, tennis. Basic simplified rules of games and fair-play rule. Introduction to the rules with practical demonstration and implementation of the following movement games with children. Ball manipulation games: rolling the ball (different ways: forward, backward, towards the net, etc.), Dampening the ball, Throwing the ball, Catching the ball, Catching and throwing (in place, in motion, team competition with balloons), Bouncing the ball on the ground and catching it, Kicking the ball, Kicking the ball, Leading the ball with the foot, Tossing, Ball served in a circle, Hitting the target, Hitting the ball with a racket (backhand, forehand), Playing: Handball, Nursery shooting, Soccer slalom, Little

football, Little basketball, Jugglers, Volleyball, Sponge tennis. Preparatory games for tournament dodgeball (Hunters and Ducks).
- Movement games aimed at practicing the acquired movement skills of different nature (gymnastic, athletic, swimming). 1. Gymnastic games: Crawling, Climbing, Handsprings, Turtle game, Snake game, Games for the development of balance skills (Circling on the bench, Pendulum on the bench, Living pyramid), Games for the development of strength (Furik, Handsprings in the upright, Repeated jumps and jumps). 2. Athletic games: Running Alphabet, Relay Runs to Meets and various competitions, Running with the Ball, Running over Hurdles, Cricket Ball Throwing, Tossing with Runs. 3. Swimming games: Games to familiarise oneself with water (Ducks, Geese, Waterman, Fishermen and fishes, Sea surf, Mowing corn, Gate, Walking polo), Games to practise splashing (Mushroom, Jellyfish, Plane, Locomotive, Torpedo), Games to practice breathing (Hot Soup, Pumps, Saws, Ladder, Hot Spring), Games to practice orientation in the water (Counting Fingers, Jumping into the water on your feet, Fighting Riders, Tunnel Ride).
- Preparation and presentation of an educational activity focusing on Manipulation and Movement Games. On the basis of the acquired knowledge, knowledge, experience and skills - to prepare and present a lesson on Manipulation and Movement Games in the primary education of pupils in primary school.

Recommended literature:

Compulsory/Recommended readings:

KOLEKTÍV. 2014. Telesná a športová výchova – Základné lokomócie a nelokomočné pohybové zručnosti a športy v prírode. Bratislava: NŠC, FTVŠ UK, 2014. 193 s. ISBN 978-80-971466-2-7.
KOLEKTÍV. 2014. Telesná a športová výchova – Kolektívne športové činnosti, gymnastické a tanečné pohybové činnosti. Bratislava: NŠC, FTVŠ UK, 2014. 246 s. ISBN 978-80-971466-3-4.
ŠIMONEK, J., et al. 2014. Metodická príručka telesnej výchovy pre materské školy a prvý stupeň základných škôl. Bratislava: AT Publishing, 2014. 140 s. ISBN 978-80-88954-62-0.
NEMEC, M. et al. 2013. Športové hry – 1. časť. 2013 Banská Bystrica: UMB, FHV, 2013. 200 s. ISBN 978-80-557-0608-5.
RŮŽIČKA, I. a kol. 2013. Netradiční sportovní hry. Portál, 2013. 152 s. ISBN 9788026203377.
STUBBS, R. 2009. Kniha športov. Bratislava: Ikar, a. s. ISBN 978-80-551-2027-0.
TŮMA, M., TKADLEC, J. 2004. Hry s míčem. Praha: Grada, 2004. ISBN 80-247-0707-1.

Languages necessary to complete the course:

Slovak language.

Notes:

Past grade distribution

Total number of evaluated students: 124

A	ABS	B	C	D	E	FX
58,06	0,0	28,23	11,29	1,61	0,0	0,81

Lecturers: Mgr. Lucia Bundová, PhD.

Last change: 22.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde303/15	Manipulation and motor games

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours per week seminar, total 22 hours per semester in combined form (primary, full-time).
Student workload: 11x2 hours of direct teaching = 22 hours; 18 hours preparing the student for the first interim assignment-seminar paper; 18 hours preparing the student for the second interim assignment-presentation of the project; 32 hours preparing the student for the final test. Total 90 hours of student work.
Methods of education: lecture; explanation; discussion and interaction of the teacher with the students on the topic; teaching based on practical experience; method of group work; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination abilities, method of developing joint mobility and flexibility in activities related to manipulation and movement games.
Credits: 3
Recommended semester: 4th - 5th semester
Degree of study/educational level: 1st

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. During the semester, the student will submit a term paper (preparing a lesson with manipulative and movement games) worth 20 points. In addition, the student will complete a project presentation focused on teaching a lesson dealing with manipulative and movement games worth 20 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points of the knowledge acquired throughout the semester.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-(excellent), the student has an excellent command of the theoretical knowledge of manipulative and movement games in pre-primary and primary education and can apply them to practical activities, the student can react promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the problem addressed, the student is able to present the teaching of a lesson on manipulative and movement games at a high level, the student's oral and written expression is correct, correct, grammatically flawless and creative.
B-(very good), the student has a very good command of the theoretical knowledge of manipulative and movement games in pre-primary and primary education and can apply them to activities with minor deficiencies, the student can respond well during lectures to the teacher's questions and tasks, the student is active and proactive and responds to questions on the issue addressed, the student can present the teaching of a lesson on manipulative and movement games very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his activities are of good quality, with minor shortcomings.
C-(good), the student has a good command of the theoretical knowledge of manipulative and movement games in pre-primary and primary education, and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the problem with minor problems, he/she can present well the lesson of manipulative and movement games with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.
D-(satisfactory), the student has a satisfactory knowledge of the theoretical knowledge of manipulative and movement games in pre-primary and primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present the lesson of manipulative and movement games at a satisfactory level with shortcomings, the student's oral and written expression has some inaccuracies and also has major shortcomings.
E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of manipulative and movement games in pre-primary and primary education, which is at a weak level and with difficulty can apply them to practical activities, he/she responds to the teacher's prompts with inaccuracies, the student himself is not active and initiative, does not ask questions on the problem addressed, the student can present the teaching of the lesson on manipulative and movement games at a very weak level with major shortcomings, the student's oral and written expression has more serious inaccuracies and shortcomings.
Fx-(deficient), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire adequate theoretical knowledge, skills and competences related to the profession of pre-primary and primary education teacher in educational activities focused on physical exercises related to Manipulation and Movement Games. They have acquired

knowledge in the educational area of Health and Movement, where they can design and implement educational activities. They will expand their knowledge in connection with didactic reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social development and developmental characteristics of the preschool and younger school-age child, which they can apply to the physical education process, respecting the intensity of the load in relation to children's health and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in educational and administrative activities in connection with physical activities. Students will acquire the competences of teacher's work in the field of organisation and management of educational activities focused on physical exercises with manipulative and movement games at school and in extracurricular sports organisations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice considering the wider social implications in relation to manipulative and movement games. Students will be able to identify and evaluate the ethical, social and other contexts of issues addressed in physical education in pre-primary and primary education. They will be able to relate theoretical knowledge of physical exercises related to manipulative and movement games to practice.

Class syllabus:

Course outcomes of subject (content):

The curriculum of the course is designed so that after its practical teaching, students will be able to apply the theoretical knowledge to the practical contexts of the performance of the teaching profession from physical exercises related to Manipulation and Movement Games to practice. The students have mastered the professional content of the given lectures and have acquired the terminology of physical exercises from the practical parts of the lessons of the given subject. They are familiar with appropriate pedagogical research methods to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in pre-primary and primary education. Students are able to expand their knowledge, competencies and skills in physical exercises related to Manipulation and Movement Games throughout their life. They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students will acquire during the course will enable them to establish the foundations of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project for the preparation of a lesson with manipulative and movement games. They will be professionally and methodologically competent to teach the subjects of the educational area Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process focused on physical exercises with manipulative and movement games for children in preschool and younger school age.

- Introduction to manipulative and movement games. History, characteristics, importance and position of manipulative and movement games in physical and sport education in primary education. Characterize the basic concepts related to games: baba, chaser, movement game, sports game, player, teammate, captain, striker, attack, offense, offensive action, defender, defense, defensive action, referee, opponent, opponent, signal, goal, point, pass, throw, shooting, ball keeping, dribbling. ball possession. Playground: (playing space, playing area, centre line, goal, basket). Playing equipment: balls (solid, foam), rings, bats, hockey sticks, cones, flying saucers, ringo rings, jump ropes, tambourines, mallets, benches, trampolines, ladders, Swedish boxes, etc.).
- Games focusing on the manipulation of various traditional and non-traditional tools and other equipment. Introducing the rules with practical demonstration and implementation of the following movement games with children: Monkey Track, Exercises on stations, Exercises with benches and

obstacles, Games with hoops, Game with foam obstacles, Game with frequency ladder, Carts, Game with 4 sizes of balls, Running game (Picking strawberries).
- Games focusing on manipulating a variety of traditional and non-traditional equipment and other aids. Introducing the rules with practical demonstration and implementation of the following movement games with children: Game (Exercises with sticks and ball), Game with foam plates (Master Catcher), Game for children with sticks for reaction speed and cooperation, Game (On children need to go with sticks), Game (With water pipes is fun), Relay game with tops.
- Games focusing on manipulating a variety of traditional and non-traditional tools and equipment. Introducing the rules with practical demonstration and implementation of the following movement games with children: Game (Open and closed hats), Football game (Kick off, Goal from the first), Game (Tunnels with balls and gymnastic circles), Relay game (Rubik's cube), Movement game (On the trains, Newspaper relay for children), Movement game (Rock, paper, scissors), Chase game (Crabs in the gym, Molecules).
- Movement games with scarves and attention games. Introduction to the rules with demonstration and implementation of the following movement games. 1. Games with scarves. 2. Attention games: Clapping, Giant midget, Touch your opponent first, Mega-balloon shootout.
- Complementary and non-traditional movement games. Introduction of the rules with demonstration and implementation of the following movement games with children: Letters, Numbers, Straws, Playing with hats and tennis balls, Man Don't Be Angry, Spider, Ambulance, For a Thief, Devil's Chase, Sheep and Wolves, Semaphore, Tic-tac-toe Pyshquare. Non-traditional sports games: badminton, lacrosse, ringo, softenis, frisbee, indiaca.
- Relay games. Introduction to the rules with demonstration and implementation of the following relay games with children: Games with balls and hats, Rubik's cube, Athletic exercises in the gym, Jumping relay, Jump rope relay, Lifeguard relay, Rebounding relay.
- Movement games aimed at developing movement skills (fitness, coordination and hybrid). Introduction of the rules with practical demonstration and implementation of the following movement games with children. Chases (singles, pairs, triples,), Chases simple: where fast running alternates with rest. Chases with adjustment and complaining (increasing the number of chasers, chasers have to hold hands or perform various additional activities, they can only catch the player in a certain way, chases with stop protection, etc.: if he touches a certain colour, a part of the body of a teammate, wood, when he takes a predetermined position (stork, spider, frog, statue). Challenges (Hen and Chickens, Look for a Friend, Fruit Basket). Pre-running games (Tying the bow, On the centipede, On the train). Jumping games (To the kangaroos, Jumping crowds, Jump to me come to me). Passing (Passing in a circle, Passing overhead, Passing seated). Carries (Lifesavers Relay, Riders Run, On the Wheelbarrows, Carried with the Ball Carried with the Tools, On the Waiters). Chases (Ball war, Who throws the furthest, Chased with discharge). Passing games (Don't give the ball to the third, Passing in the circle, On accurate passes). Three-pointers (On the deer, Hitting the target). Passing games (Bear fight, Knee fight, Border fight, Who is stronger. Dodgeball (Basic 3 exercises for dodgeball, Master in the house, Jump rope fight, Fight for the mat, Full ball fight, Elephant fight).
- Preparatory sports games focused on football, basketball, volleyball, handball, tennis. Basic simplified rules of games and fair-play rule. Introduction to the rules with practical demonstration and implementation of the following movement games with children. Ball manipulation games: rolling the ball (different ways: forward, backward, towards the net, etc.), Dampening the ball, Throwing the ball, Catching the ball, Catching and throwing (in place, in motion, team competition with balloons), Bouncing the ball on the ground and catching it, Kicking the ball, Kicking the ball, Leading the ball with the foot, Tossing, Ball served in a circle, Hitting the target, Hitting the ball with a racket (backhand, forehand), Playing: Handball, Nursery shooting, Soccer slalom, Little

football, Little basketball, Jugglers, Volleyball, Sponge tennis. Preparatory games for tournament dodgeball (Hunters and Ducks).
- Movement games aimed at practicing the acquired movement skills of different nature (gymnastic, athletic, swimming). 1. Gymnastic games: Crawling, Climbing, Handsprings, Turtle game, Snake game, Games for the development of balance skills (Circling on the bench, Pendulum on the bench, Living pyramid), Games for the development of strength (Furik, Handsprings in the upright, Repeated jumps and jumps). 2. Athletic games: Running Alphabet, Relay Runs to Meets and various competitions, Running with the Ball, Running over Hurdles, Cricket Ball Throwing, Tossing with Runs. 3. Swimming games: Games to familiarise oneself with water (Ducks, Geese, Waterman, Fishermen and fishes, Sea surf, Mowing corn, Gate, Walking polo), Games to practise splashing (Mushroom, Jellyfish, Plane, Locomotive, Torpedo), Games to practice breathing (Hot Soup, Pumps, Saws, Ladder, Hot Spring), Games to practice orientation in the water (Counting Fingers, Jumping into the water on your feet, Fighting Riders, Tunnel Ride).
- Preparation and presentation of an educational activity focusing on Manipulation and Movement Games. On the basis of the acquired knowledge, knowledge, experience and skills - to prepare and present a lesson on Manipulation and Movement Games in the primary education of pupils in primary school.

Recommended literature:

Compulsory/Recommended readings:

KOLEKTÍV. 2014. Telesná a športová výchova – Základné lokomócie a nelokomočné pohybové zručnosti a športy v prírode. Bratislava: NŠC, FTVŠ UK, 2014. 193 s. ISBN 978-80-971466-2-7.
KOLEKTÍV. 2014. Telesná a športová výchova – Kolektívne športové činnosti, gymnastické a tanečné pohybové činnosti. Bratislava: NŠC, FTVŠ UK, 2014. 246 s. ISBN 978-80-971466-3-4.
ŠIMONEK, J., et al. 2014. Metodická príručka telesnej výchovy pre materské školy a prvý stupeň základných škôl. Bratislava: AT Publishing, 2014. 140 s. ISBN 978-80-88954-62-0.
NEMEC, M. et al. 2013. Športové hry – 1. časť. 2013 Banská Bystrica: UMB, FHV, 2013. 200 s. ISBN 978-80-557-0608-5.
RŮŽIČKA, I. a kol. 2013. Netradiční sportovní hry. Portál, 2013. 152 s. ISBN 9788026203377.
STUBBS, R. 2009. Kniha športov. Bratislava: Ikar, a. s. ISBN 978-80-551-2027-0.
TŮMA, M., TKADLEC, J. 2004. Hry s míčem. Praha: Grada, 2004. ISBN 80-247-0707-1.

Languages necessary to complete the course:

Slovak language.

Notes:

Past grade distribution

Total number of evaluated students: 124

A	ABS	B	C	D	E	FX
58,06	0,0	28,23	11,29	1,61	0,0	0,81

Lecturers:

Last change: 22.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde232/22	Manipulative activities in geometry

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and method of training activities
Scope, type/method of teaching and organisational form
Range:2S;22 hours per semester
Organizational form: full-time, one-disciplinary study
Student workload:
Direct instruction: 22 hours (2nd hour per week)
Implementation of partial (distance) tasks: 4 hours x 5 (distance tasks) = 20 hours
Intermediate test for 20 points and final test for 20 points= 20 hours
Preparation for interim evaluation (preparation of a semester project): 28 hours
Total student workload 90 hours
Methods of education:
Monologue methods – lecture, interpretation of the curriculum,
Dialogic methods – interview, discussion
Constructivist methods: working in small groups; problem solving tasks, project
Guided self-study – processing of sub-tasks according to the lecturer's assignment during the semester and their transmission in electronic form within a specified period, which the instructor continuously checks and evaluates. Method of study: in a combined form; (primarily in person). As part of bleanded learning, the LMS MOODLE will be used.

Number of credits: 3

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Conditions for successful completion of the subject
- active participation in seminars conducted by both face-to-face and distance teaching methods;
- processing of partial (distance) outputs/tasks according to the lecturer's assignment during the semester from selected thematic areas and their transmission in electronic form within a specified period, which the instructor continuously checks and evaluates, accounts for 20% of the total achievable value of points; The submission of subtasks is a condition for the award of credits;
- successful completion of the intermediate and final test accounts for 40% of the total achievable value of the points; scores on both tests above 50% are a condition for granting credits;

- elaboration of a semester project – the student creates a geometric portfolio from the sample solved tasks in the form of a presentation or video. The successful implementation and defence of the project accounts for 30% of the total achievable value of the points and is a condition for the award of credits.
The rating is given on a scale of:
A (100-91%, excellent – excellent results),
B (90-81%, very well – above average standard),
C (80-73%, well – normal reliable work),
D (72-66%, satisfactory – acceptable results),
E (65-60%, sufficient – the results meet the minimum criteria),
Fx (59-0%, insufficient – extra work required)
To successfully complete an educational subject, it is necessary to obtain at least 60% of the score.

Learning outcomes:
Learning outcomes
The aim of the course is to deepen and expand the knowledge of those parts of geometry that are directly related to the content of pre-primary and primary education. He will master various techniques of construction, imaging, folding of the decomposition of planar and spatial formations, both in the theoretical plane, by classical constructions using drawing aids, as well as by constructing using manipulation techniques, using GeoGebra software and using other digital technologies. The aim of the subject Manipulative Geometry is to develop in students of the study program Preschool and Elementary Pedagogy (at the 1st level of university studies) at the Faculty of Education of the Comenius University (hereinafter referred to as PdF UK) the foundations of geometric literacy, spatial imagination, algorithmic thinking as well as digital literacy in the context of its use in the teaching of geometry.
By passing the subject, the student gains a deeper knowledge of geometry and skills in solving design tasks from geometry.
By completing the course, the student acquires professional digital competences to design teaching aimed at developing critical and analytical thinking, or acquires the ability to use digital technologies, such as the GeoGebra program for solving tasks from geometry.

Class syllabus:
Brief outline of the subject:
The content of the subject is divided into four thematic areas and the corresponding sub-themes so as to ensure the achievement of the specified specific learning objectives. The content structure of the subject is designed in such a way that the student continuously develops his competencies in the field of selected mathematical areas by completing educational topics organized in a face-to-face and distance form, while strengthening his training in the field in question.
Themes:
- Basic geometric concepts. Sets of points of a given property.
- Angles, their properties. The construction of the sum and product of two angles.
- Polygons, their features and methods of construction. Regular polygons.
- Quadrilaterals, their characteristics and method of construction.
- Triangles, their features and method of construction. A circle, a circle and its parts.
- Geometric figures in identical representations. Axial and central symmetry. Rotation. Translation.
- Geometric figures in similar depictions. Equilibrium. Composing views.
- Determination and characteristics of bodies: cube, prism, pyramid, cone, cylinder, sphere. Regular polyhedrons.
- Modeling of geometric bodies using kits. Buildings and bodies made of cubes. Coding of buildings.

- Elementary knowledge from the theory of measure. Measurement of length and content, principle of measurement, unit.

Recommended literature:

Recommended literature:
ŠEDIVÝ. Základy elementárnej geometrie. SPN, 1989.
ŽILKOVÁ, K. Geometria. Pedagogická fakulta Trnavskej univerzity v Trnave. 2013. dostupné na: https://pdf.truni.sk/e-ucebnice/geometria/
ŽILKOVÁ, K. Teória a prax geometrických manipulácií v primárnom vzdelávaní. Praha: Power Print, 2013.
The basic study text for the educational content of the subject will be made available to students at regular intervals in electronic form through the university LMS Moodle.

Languages necessary to complete the course:

knowledge of Slovak or Czech is require

Notes:

The maximum number of students per full-time study group is 20 (per instructor).

Past grade distribution

Total number of evaluated students: 926

A	ABS	B	C	D	E	FX
37,04	0,0	30,02	20,09	5,4	5,29	2,16

Lecturers: Mgr. Angelika Schmid, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde232/22	Manipulative activities in geometry

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and method of training activities
Scope, type/method of teaching and organisational form
Range:2S;22 hours per semester
Organizational form: full-time, one-disciplinary study
Student workload:
Direct instruction: 22 hours (2nd hour per week)
Implementation of partial (distance) tasks: 4 hours x 5 (distance tasks) = 20 hours
Intermediate test for 20 points and final test for 20 points= 20 hours
Preparation for interim evaluation (preparation of a semester project): 28 hours
Total student workload 90 hours
Methods of education:
Monologue methods – lecture, interpretation of the curriculum,
Dialogic methods – interview, discussion
Constructivist methods: working in small groups; problem solving tasks, project
Guided self-study – processing of sub-tasks according to the lecturer's assignment during the semester and their transmission in electronic form within a specified period, which the instructor continuously checks and evaluates. Method of study: in a combined form; (primarily in person). As part of bleanded learning, the LMS MOODLE will be used.

Number of credits: 3

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Conditions for successful completion of the subject
- active participation in seminars conducted by both face-to-face and distance teaching methods;
- processing of partial (distance) outputs/tasks according to the lecturer's assignment during the semester from selected thematic areas and their transmission in electronic form within a specified period, which the instructor continuously checks and evaluates, accounts for 20% of the total achievable value of points; The submission of subtasks is a condition for the award of credits;
- successful completion of the intermediate and final test accounts for 40% of the total achievable value of the points; scores on both tests above 50% are a condition for granting credits;

- elaboration of a semester project – the student creates a geometric portfolio from the sample solved tasks in the form of a presentation or video. The successful implementation and defence of the project accounts for 30% of the total achievable value of the points and is a condition for the award of credits.
The rating is given on a scale of:
A (100-91%, excellent – excellent results),
B (90-81%, very well – above average standard),
C (80-73%, well – normal reliable work),
D (72-66%, satisfactory – acceptable results),
E (65-60%, sufficient – the results meet the minimum criteria),
Fx (59-0%, insufficient – extra work required)
To successfully complete an educational subject, it is necessary to obtain at least 60% of the score.

Learning outcomes:
Learning outcomes
The aim of the course is to deepen and expand the knowledge of those parts of geometry that are directly related to the content of pre-primary and primary education. He will master various techniques of construction, imaging, folding of the decomposition of planar and spatial formations, both in the theoretical plane, by classical constructions using drawing aids, as well as by constructing using manipulation techniques, using GeoGebra software and using other digital technologies. The aim of the subject Manipulative Geometry is to develop in students of the study program Preschool and Elementary Pedagogy (at the 1st level of university studies) at the Faculty of Education of the Comenius University (hereinafter referred to as PdF UK) the foundations of geometric literacy, spatial imagination, algorithmic thinking as well as digital literacy in the context of its use in the teaching of geometry.
By passing the subject, the student gains a deeper knowledge of geometry and skills in solving design tasks from geometry.
By completing the course, the student acquires professional digital competences to design teaching aimed at developing critical and analytical thinking, or acquires the ability to use digital technologies, such as the GeoGebra program for solving tasks from geometry.

Class syllabus:
Brief outline of the subject:
The content of the subject is divided into four thematic areas and the corresponding sub-themes so as to ensure the achievement of the specified specific learning objectives. The content structure of the subject is designed in such a way that the student continuously develops his competencies in the field of selected mathematical areas by completing educational topics organized in a face-to-face and distance form, while strengthening his training in the field in question.
Themes:
- Basic geometric concepts. Sets of points of a given property.
- Angles, their properties. The construction of the sum and product of two angles.
- Polygons, their features and methods of construction. Regular polygons.
- Quadrilaterals, their characteristics and method of construction.
- Triangles, their features and method of construction. A circle, a circle and its parts.
- Geometric figures in identical representations. Axial and central symmetry. Rotation. Translation.
- Geometric figures in similar depictions. Equilibrium. Composing views.
- Determination and characteristics of bodies: cube, prism, pyramid, cone, cylinder, sphere. Regular polyhedrons.
- Modeling of geometric bodies using kits. Buildings and bodies made of cubes. Coding of buildings.

- Elementary knowledge from the theory of measure. Measurement of length and content, principle of measurement, unit.

Recommended literature:

Recommended literature:
ŠEDIVÝ. Základy elementárnej geometrie. SPN, 1989.
ŽILKOVÁ, K. Geometria. Pedagogická fakulta Trnavskej univerzity v Trnave. 2013. dostupné na: https://pdf.truni.sk/e-ucebnice/geometria/
ŽILKOVÁ, K. Teória a prax geometrických manipulácií v primárnom vzdelávaní. Praha: Power Print, 2013.
The basic study text for the educational content of the subject will be made available to students at regular intervals in electronic form through the university LMS Moodle.

Languages necessary to complete the course:

knowledge of Slovak or Czech is require

Notes:

The maximum number of students per full-time study group is 20 (per instructor).

Past grade distribution

Total number of evaluated students: 926

A	ABS	B	C	D	E	FX
37,04	0,0	30,02	20,09	5,4	5,29	2,16

Lecturers: Mgr. Angelika Schmid, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde252/22	Media education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Seminar, 2 hours of seminar per week, i.e. 22 hours in total per semester, combined (mostly attendance)
Student workload:
11x2 hours of teaching = 22 hours; 38 hours of work on the project. Total 60 hours of work.
Teaching methods:
Seminar: lecture combined with discussion of the topic; various examples are given for each thematic area. Critical reflection and awareness of the possibility of applying this knowledge to school or life practice is essential. Emphasis on discussion, critical reflection on relevant materials. Outcome: project.

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Weight of continuous and final appraising 100/0, which includes 30% class activity and 70% project.
A minimum of 60% of the course rating is required for successful completion of the course.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding), the student reflects knowledges correctly and actively both critically and creatively, including its meaningful integration into life reality and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects appropriately critically on the knowledge, including their meaningful integration into life reality and pedagogical practice.
C (85-76%, good - routinely reliable work), students performed at a good standard during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable performance), students were less prepared during the semester, they have moderate deficiencies in theoretical knowledges. They are unable to critically analyze information.

E (67-60%, satisfactory - results meet minimum criteria), students have limited theoretical knowledges, are unable to critically analyze the knowledges, and are only minimally able to apply the knowledges.
Fx (59-0%, insufficient - additional work is required).

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
The thematic focus of the course introduces students to the history of media, the importance of media education in school and in the family, and the selection of appropriate content for children. It explains the objectives of media education in primary and secondary schools, the possibilities of using media, mass media as a means of learning (Internet, television, film, magazines, electronic encyclopaedias, educational CD-ROMs, video games). It draws attention to the dangers of the Internet and how to prevent these risks. The course guides students to identify manipulative techniques present in news, advertising, etc. It leads them to think critically about the quality and truthfulness of information, and the impact of media owners on that information.
This knowledge can be used in further studies as well as in real life. The educational methods chosen will contribute to the further development of their competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital and presentation skills; social area: cooperation, communication).
The course contributes to the progressive development of important professional competences and competences of future teachers through its focus and educational methods.

Class syllabus:

Course outcomes of subject (content):
1. Media and mass media. Brief history of media and their differentiation. Identifying qualitative changes that the media sphere has undergone.
2. Media education in the family.
3. Media education in school. Media education in ISCED 0 - 3 according to the ŠPÚ. Media, mass media as a means of learning. Edutainment.
4. Appropriate and inappropriate media content for non-adult recipients.
5. Specifics of virtual communication. Safety of children on the Internet. Cyberbullying.
6. Negative influence of mass media production - manipulation, influence, propaganda, violence. Manipulative techniques.
7. Truth and falsehood, how to recognize relevant information. Hoaxes and misinformation. The importance and role of critical thinking in media education.
8. Advertisements, billboards - the impact on humans. The importance and role of the Broadcasting and Retransmission Council, the Advertising Council.

Recommended literature:

Compulsory/Recommended readings:
BALÁŽOVÁ, E. (2013). Teoretické východiská mediálnej výchovy. Banská Bystrica: Občianske združenie Pedagóg, Pedagogická fakulta Univerzity Mateja Bela v Banskej Bystrici. 39 s. ISBN 978-80-557-0591-0 https://www.pdf.umb.sk/app/cmsFile.php?disposition=a&ID=6331
IZRAEL, P. (2015). Mediálna výchova, výzva pre jednotlivca, rodinu a spoločnosť. Ružomberok: Verbum, 114 s. ISBN -80-561-0274-9.
JURKOVIČ, ČAVOJOVÁ, BREZINA ed. (2019). Prečo ľudia veria nezmyslom. Bratislava: Premedia, 312 s. ISBN: 978-80-8159-757-2.
MALÍK, B. (2008). Mediomorfóza sveta. Filozofické, antropologické, sociálne a politické aspekty súčasných médií. Bratislava: Iris, 157 s. ISBN 978-80-89256-25-9.
MALÍK, B. (2008). Mediomorfóza sveta a jej presahy do školského prostredia. In: Pedagogická revue, Roč. 60, č. 1/2, 2008, s. 140 - 156. ISSN 1335-1982.

MIČIENKA, M; JIRÁK, J. (2007). Základy mediální výchovy. 1.vyd. Praha: Portál. 296 s. ISBN 978-80-7367-315-4.
SAK, P. (2007). Člověk a vzdělání v informační společnosti. Praha: Portál. 290 s. ISBN 978-80-7367-230-0.
ŠALMON, T. (2021). (Ne)bezpečný internet. Bratislava: Lindeni. 292 s. ISBN 9788056619414
TÁBORSKÝ, J. (2020). V síti dezinformací. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-271-2014-7.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 281

A	ABS	B	C	D	E	FX
70,82	0,0	19,22	7,47	1,78	0,36	0,36

Lecturers:

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde252/22	Media education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Seminar, 2 hours of seminar per week, i.e. 22 hours in total per semester, combined (mostly attendance)
Student workload:
11x2 hours of teaching = 22 hours; 38 hours of work on the project. Total 60 hours of work.
Teaching methods:
Seminar: lecture combined with discussion of the topic; various examples are given for each thematic area. Critical reflection and awareness of the possibility of applying this knowledge to school or life practice is essential. Emphasis on discussion, critical reflection on relevant materials. Outcome: project.

Number of credits: 2

Recommended semester: 6.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Weight of continuous and final appraising 100/0, which includes 30% class activity and 70% project.
A minimum of 60% of the course rating is required for successful completion of the course.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding), the student reflects knowledges correctly and actively both critically and creatively, including its meaningful integration into life reality and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects appropriately critically on the knowledge, including their meaningful integration into life reality and pedagogical practice.
C (85-76%, good - routinely reliable work), students performed at a good standard during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable performance), students were less prepared during the semester, they have moderate deficiencies in theoretical knowledges. They are unable to critically analyze information.

E (67-60%, satisfactory - results meet minimum criteria), students have limited theoretical knowledges, are unable to critically analyze the knowledges, and are only minimally able to apply the knowledges.
Fx (59-0%, insufficient - additional work is required).

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
The thematic focus of the course introduces students to the history of media, the importance of media education in school and in the family, and the selection of appropriate content for children. It explains the objectives of media education in primary and secondary schools, the possibilities of using media, mass media as a means of learning (Internet, television, film, magazines, electronic encyclopaedias, educational CD-ROMs, video games). It draws attention to the dangers of the Internet and how to prevent these risks. The course guides students to identify manipulative techniques present in news, advertising, etc. It leads them to think critically about the quality and truthfulness of information, and the impact of media owners on that information.
This knowledge can be used in further studies as well as in real life. The educational methods chosen will contribute to the further development of their competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital and presentation skills; social area: cooperation, communication).
The course contributes to the progressive development of important professional competences and competences of future teachers through its focus and educational methods.

Class syllabus:

Course outcomes of subject (content):
1. Media and mass media. Brief history of media and their differentiation. Identifying qualitative changes that the media sphere has undergone.
2. Media education in the family.
3. Media education in school. Media education in ISCED 0 - 3 according to the ŠPÚ. Media, mass media as a means of learning. Edutainment.
4. Appropriate and inappropriate media content for non-adult recipients.
5. Specifics of virtual communication. Safety of children on the Internet. Cyberbullying.
6. Negative influence of mass media production - manipulation, influence, propaganda, violence. Manipulative techniques.
7. Truth and falsehood, how to recognize relevant information. Hoaxes and misinformation. The importance and role of critical thinking in media education.
8. Advertisements, billboards - the impact on humans. The importance and role of the Broadcasting and Retransmission Council, the Advertising Council.

Recommended literature:

Compulsory/Recommended readings:
BALÁŽOVÁ, E. (2013). Teoretické východiská mediálnej výchovy. Banská Bystrica: Občianske združenie Pedagóg, Pedagogická fakulta Univerzity Mateja Bela v Banskej Bystrici. 39 s. ISBN 978-80-557-0591-0 https://www.pdf.umb.sk/app/cmsFile.php?disposition=a&ID=6331
IZRAEL, P. (2015). Mediálna výchova, výzva pre jednotlivca, rodinu a spoločnosť. Ružomberok: Verbum, 114 s. ISBN -80-561-0274-9.
JURKOVIČ, ČAVOJOVÁ, BREZINA ed. (2019). Prečo ľudia veria nezmyslom. Bratislava: Premedia, 312 s. ISBN: 978-80-8159-757-2.
MALÍK, B. (2008). Mediomorfóza sveta. Filozofické, antropologické, sociálne a politické aspekty súčasných médií. Bratislava: Iris, 157 s. ISBN 978-80-89256-25-9.
MALÍK, B. (2008). Mediomorfóza sveta a jej presahy do školského prostredia. In: Pedagogická revue, Roč. 60, č. 1/2, 2008, s. 140 - 156. ISSN 1335-1982.

MIČIENKA, M; JIRÁK, J. (2007). Základy mediální výchovy. 1.vyd. Praha: Portál. 296 s. ISBN 978-80-7367-315-4.
SAK, P. (2007). Člověk a vzdělání v informační společnosti. Praha: Portál. 290 s. ISBN 978-80-7367-230-0.
ŠALMON, T. (2021). (Ne)bezpečný internet. Bratislava: Lindeni. 292 s. ISBN 9788056619414
TÁBORSKÝ, J. (2020). V síti dezinformací. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-271-2014-7.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 281

A	ABS	B	C	D	E	FX
70,82	0,0	19,22	7,47	1,78	0,36	0,36

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde003/22	Methodology of writing a scholarly text

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching:
2 hours/week seminar, 22 hours/semester total
Organizational form:
combined (primarily full-time)
Student workload:
11x2 hours = 22 hours of direct tuition per semester,
preparation of assignment 1 (literature search) 10 hours,
preparation of assignment 2 (propose the structure of the bachelor's thesis) 18 hours,
preparation of assignment 3 (cite, paraphrase, bibliographic references) 10 hours,
preparation of assignment 4 (formulate a short professional text) 20 hours,
preparation of assignment 5 (present the bachelor's thesis project) 20 hours,
preparation of the final assignment (develop a critical analysis of the bachelor's thesis) 20 hours.
Total 120 hours of student work per semester.
Methods of education:
Communication methods (discussion, conversation, explanation, exchange of views), cooperative methods (work in small groups), methods of working with text (work with professional literature, joint reading of professional text, paired reading of professional text, written problem solving), analytical-synthetic method, brainstorming, associative evocation of learning, concept maps, connecting teaching with practice, problem solving, application of theoretical knowledge to practical examples, simulation of practice, presentation.

Number of credits: 4

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Active participation in the class is required to pass the course. The course consists of continuous and final assessment. The continuous assessment includes five assignments which the student completes during the semester. The first assignment is to conduct a literature search on the topic of the bachelor thesis (10 points). The second assignment is to propose a structure for the bachelor thesis with a short characteristics (10 points). The third assignment is to give a citation, paraphrase, bibliographical

references according to the valid ISO standard from at least 2 domestic and 1 foreign professional source of different types (12 points). The fourth assignement is to formulate a short professional text related to the topic of the bachelor thesis of theoretical nature within the extent of one standard page (20 points). The student's fifth assignment is to present the bachelor thesis project (23 points). The final assessment includes a group work of students - a group project. Students are required to produce a critical analysis of the Bachelor's thesis (25 points).
The condition for successful completion of the course is obtaining at least 60 points from the maximum possible course grade. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding)
The student knows/manages/applies/analyzes/critically evaluates/creates.
Student receives stimuli, responds, appreciates values, and integrates values.
B (90-81%, very good - above average standard)
Student knows/manages/applies/analyzes, but critical thinking and creativity are borderline.
Student receives stimuli, responds, and appreciates values, but integration of values is borderline.
C (80-73%, good - normal reliable work)
Student knows/manages/learns but cannot apply to practice.
Student takes cues, responds, and appreciates values.
D (72-66%, satisfactory - acceptable performance)
Student can/learns to describe, interpret, explain in own words
Student receives stimuli and responds.
E (65-60%, satisfactory - results meet minimum criteria)
Student can/learns to the minimum required level
Student accepts stimuli.
Fx (59-0%, insufficient - extra work required)
Student must retake the course in the next semester.

Learning outcomes:
Course outcomes of subject (content):
Course outcomes of subject (content):
Through the course the student develops his/her information literacy. After completing the course, the student is able to express himself/herself professionally in writing and is able to orient him/herself in primary and secondary scientific sources in his/her field of study. The student knows and can apply the principles of authorial ethics. The student can critically evaluate the quality of scholarly sources, can apply the principles of scholarly writing and can self-structure a scholarly text in accordance with the conventions of the discipline. The student understands the importance of the bachelor's thesis for his/her studies at the university and understands the differences between the different ways of performing the bachelor's thesis. Understands the didactic procedures and patterns of scholarly work in the field of education. By completing the course, the student will acquire the theoretical knowledge and practical competences related to writing the thesis. The student develops the following competences through the course:
- to be able to set a goal and gradually achieve it
- to choose appropriate methods and techniques for working on a topic
- to distinguish in writing between his/her own ideas and ideas taken from others
- to think creatively and express his/her ideas adequately
- synthesise theoretical knowledge and practical skills
- work independently with Slovak and foreign literature, including correct citation
- write a thesis in a correct form in terms of language and grammar

- prepare a clear and correct presentation in accordance with the conventions of the discipline

Class syllabus:

Course outcomes of subject (content):

Through the course the student develops his/her information literacy. After completing the course, the student is able to express himself/herself professionally in writing and is able to orient him/herself in primary and secondary scientific sources in his/her field of study. The student knows and can apply the principles of authorial ethics. The student can critically evaluate the quality of scholarly sources, can apply the principles of scholarly writing and can self-structure a scholarly text in accordance with the conventions of the discipline. The student understands the importance of the bachelor's thesis for his/her studies at the university and understands the differences between the different ways of performing the bachelor's thesis. Understands the didactic procedures and patterns of scholarly work in the field of education. By completing the course, the student will acquire the theoretical knowledge and practical competences related to writing the thesis. The student develops the following competences through the course:

- to be able to set a goal and gradually achieve it
- to choose appropriate methods and techniques for working on a topic
- to distinguish in writing between his/her own ideas and ideas taken from others
- to think creatively and express his/her ideas adequately
- synthesise theoretical knowledge and practical skills
- work independently with Slovak and foreign literature, including correct citation
- write a thesis in a correct form in terms of language and grammar
- prepare a clear and correct presentation in accordance with the conventions of the discipline

Recommended literature:

ČIERŤAŽSKÁ, Ľ. 2021. Metodika písania odborného textu. [online Moodle kurz]. Bratislava: Univerzita Komenského, 2021.

GAVORA, P., KOLLÁRIKOVÁ, Z., NOVÁKOVÁ, E. 2010. Manuál na tvorbu bakalárskej a diplomovej práce. Bratislava: PdF UK, 2010. Dostupné na: https://www.fedu.uniba.sk/fileadmin/pdf/Studium/Celozivotne_vzdelavanie/Manual_pre_Bc_a_Mgr_prace_2010.pdf

GAVORA, P. 2008. Úvod do pedagogického výskumu. 4.vyd. Bratislava : Univerzita Komenského, 2008. ISBN 978-80-223-2391-8.

KAHN, N., B. 2001. Jak efektivně studovat a pracovat s informacemi. Praha: Portál, 2001. ISBN 80-7178-443-5.

KATUŠČÁK, D. 2004. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. ISBN 80-89132.10-3.

RYBÁROVÁ, Ľ., CUPEROVÁ, J., RYBÁROVÁ,D. 2009. Metodika písania bakalárskej práce. Martin: Osveta, 2009. ISBN 978-80-8063-316-5.

TURZÁKOVÁ, J., SOLLÁR, T. 2016. Písanie odborného textu. Nitra: FSVaZ, 2016. ISBN 978-80-558-1081-2.

Ústredná knižnica SAV. Príklady bibliografických odkazov podľa ISO 690 - bibliografia pre harvardský systém. Dostupné na internete: < https://uk.sav.sk/pre-vedcov/podpora-vedeckeho-publikovania/ako-citovat/priklady-bibliografickych-odkazov-podla-iso-690-bibliografia-pre-harvardsky-system/ >.

Vnútorný predpis č. 2/2018, Smernica rektora Univerzity Komenského v Bratislave, Úplné znenie vnútorného predpisu č. 12/2013 Smernice rektora Univerzity Komenského v Bratislave o základných náležitostiach záverečných prác, rigoróznych prác a habilitačných prác, kontrole ich originality, uchovávaní a sprístupňovaní na Univerzite Komenského v Bratislave v znení dodatku č. 1. Dostupné na internete: <https://uniba.sk/fileadmin/ruk/legislativa/2018/Vp_2018_02.pdf >.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 847

A	ABS	B	C	D	E	FX
45,57	0,0	32,35	13,81	4,49	1,65	2,13

Lecturers: doc. PaedDr. Mária Belešová, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde003/22	Methodology of writing a scholarly text

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching:
2 hours/week seminar, 22 hours/semester total
Organizational form:
combined (primarily full-time)
Student workload:
11x2 hours = 22 hours of direct tuition per semester,
preparation of assignment 1 (literature search) 10 hours,
preparation of assignment 2 (propose the structure of the bachelor's thesis) 18 hours,
preparation of assignment 3 (cite, paraphrase, bibliographic references) 10 hours,
preparation of assignment 4 (formulate a short professional text) 20 hours,
preparation of assignment 5 (present the bachelor's thesis project) 20 hours,
preparation of the final assignment (develop a critical analysis of the bachelor's thesis) 20 hours.
Total 120 hours of student work per semester.
Methods of education:
Communication methods (discussion, conversation, explanation, exchange of views), cooperative methods (work in small groups), methods of working with text (work with professional literature, joint reading of professional text, paired reading of professional text, written problem solving), analytical-synthetic method, brainstorming, associative evocation of learning, concept maps, connecting teaching with practice, problem solving, application of theoretical knowledge to practical examples, simulation of practice, presentation.

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Active participation in the class is required to pass the course. The course consists of continuous and final assessment. The continuous assessment includes five assignments which the student completes during the semester. The first assignment is to conduct a literature search on the topic of the bachelor thesis (10 points). The second assignment is to propose a structure for the bachelor thesis with a short characteristics (10 points). The third assignment is to give a citation, paraphrase, bibliographical

references according to the valid ISO standard from at least 2 domestic and 1 foreign professional source of different types (12 points). The fourth assignement is to formulate a short professional text related to the topic of the bachelor thesis of theoretical nature within the extent of one standard page (20 points). The student's fifth assignment is to present the bachelor thesis project (23 points). The final assessment includes a group work of students - a group project. Students are required to produce a critical analysis of the Bachelor's thesis (25 points).
The condition for successful completion of the course is obtaining at least 60 points from the maximum possible course grade. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding)
The student knows/manages/applies/analyzes/critically evaluates/creates.
Student receives stimuli, responds, appreciates values, and integrates values.
B (90-81%, very good - above average standard)
Student knows/manages/applies/analyzes, but critical thinking and creativity are borderline.
Student receives stimuli, responds, and appreciates values, but integration of values is borderline.
C (80-73%, good - normal reliable work)
Student knows/manages/learns but cannot apply to practice.
Student takes cues, responds, and appreciates values.
D (72-66%, satisfactory - acceptable performance)
Student can/learns to describe, interpret, explain in own words
Student receives stimuli and responds.
E (65-60%, satisfactory - results meet minimum criteria)
Student can/learns to the minimum required level
Student accepts stimuli.
Fx (59-0%, insufficient - extra work required)
Student must retake the course in the next semester.

Learning outcomes:
Course outcomes of subject (content):
Course outcomes of subject (content):
Through the course the student develops his/her information literacy. After completing the course, the student is able to express himself/herself professionally in writing and is able to orient him/herself in primary and secondary scientific sources in his/her field of study. The student knows and can apply the principles of authorial ethics. The student can critically evaluate the quality of scholarly sources, can apply the principles of scholarly writing and can self-structure a scholarly text in accordance with the conventions of the discipline. The student understands the importance of the bachelor's thesis for his/her studies at the university and understands the differences between the different ways of performing the bachelor's thesis. Understands the didactic procedures and patterns of scholarly work in the field of education. By completing the course, the student will acquire the theoretical knowledge and practical competences related to writing the thesis. The student develops the following competences through the course:
- to be able to set a goal and gradually achieve it
- to choose appropriate methods and techniques for working on a topic
- to distinguish in writing between his/her own ideas and ideas taken from others
- to think creatively and express his/her ideas adequately
- synthesise theoretical knowledge and practical skills
- work independently with Slovak and foreign literature, including correct citation
- write a thesis in a correct form in terms of language and grammar

- prepare a clear and correct presentation in accordance with the conventions of the discipline

Class syllabus:

Course outcomes of subject (content):

Through the course the student develops his/her information literacy. After completing the course, the student is able to express himself/herself professionally in writing and is able to orient him/herself in primary and secondary scientific sources in his/her field of study. The student knows and can apply the principles of authorial ethics. The student can critically evaluate the quality of scholarly sources, can apply the principles of scholarly writing and can self-structure a scholarly text in accordance with the conventions of the discipline. The student understands the importance of the bachelor's thesis for his/her studies at the university and understands the differences between the different ways of performing the bachelor's thesis. Understands the didactic procedures and patterns of scholarly work in the field of education. By completing the course, the student will acquire the theoretical knowledge and practical competences related to writing the thesis. The student develops the following competences through the course:

- to be able to set a goal and gradually achieve it
- to choose appropriate methods and techniques for working on a topic
- to distinguish in writing between his/her own ideas and ideas taken from others
- to think creatively and express his/her ideas adequately
- synthesise theoretical knowledge and practical skills
- work independently with Slovak and foreign literature, including correct citation
- write a thesis in a correct form in terms of language and grammar
- prepare a clear and correct presentation in accordance with the conventions of the discipline

Recommended literature:

ČIERŤAŽSKÁ, Ľ. 2021. Metodika písania odborného textu. [online Moodle kurz]. Bratislava: Univerzita Komenského, 2021.

GAVORA, P., KOLLÁRIKOVÁ, Z., NOVÁKOVÁ, E. 2010. Manuál na tvorbu bakalárskej a diplomovej práce. Bratislava: PdF UK, 2010. Dostupné na: https://www.fedu.uniba.sk/fileadmin/pdf/Studium/Celozivotne_vzdelavanie/Manual_pre_Bc_a_Mgr_prace_2010.pdf

GAVORA, P. 2008. Úvod do pedagogického výskumu. 4.vyd. Bratislava : Univerzita Komenského, 2008. ISBN 978-80-223-2391-8.

KAHN, N., B. 2001. Jak efektivně studovat a pracovat s informacemi. Praha: Portál, 2001. ISBN 80-7178-443-5.

KATUŠČÁK, D. 2004. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. ISBN 80-89132.10-3.

RYBÁROVÁ, Ľ., CUPEROVÁ, J., RYBÁROVÁ,D. 2009. Metodika písania bakalárskej práce. Martin: Osveta, 2009. ISBN 978-80-8063-316-5.

TURZÁKOVÁ, J., SOLLÁR, T. 2016. Písanie odborného textu. Nitra: FSVaZ, 2016. ISBN 978-80-558-1081-2.

Ústredná knižnica SAV. Príklady bibliografických odkazov podľa ISO 690 - bibliografia pre harvardský systém. Dostupné na internete: < https://uk.sav.sk/pre-vedcov/podpora-vedeckeho-publikovania/ako-citovat/priklady-bibliografickych-odkazov-podla-iso-690-bibliografia-pre-harvardsky-system/ >.

Vnútorný predpis č. 2/2018, Smernica rektora Univerzity Komenského v Bratislave, Úplné znenie vnútorného predpisu č. 12/2013 Smernice rektora Univerzity Komenského v Bratislave o základných náležitostiach záverečných prác, rigoróznych prác a habilitačných prác, kontrole ich originality, uchovávaní a sprístupňovaní na Univerzite Komenského v Bratislave v znení dodatku č. 1. Dostupné na internete: <https://uniba.sk/fileadmin/ruk/legislativa/2018/Vp_2018_02.pdf >.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 847

A	ABS	B	C	D	E	FX
45,57	0,0	32,35	13,81	4,49	1,65	2,13

Lecturers: doc. PaedDr. Mária Belešová, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde253/22	Multicultural education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching:
2P+S - 2 hours seminar + lecture per week, total 22 hours per semester , Organizational form: full-time or combined method
Student workload:
2 hours seminar + lecture per week (= 22 hours per semester), preparation of continuous work 2 hours per week (= 22 hours per semester), completion of work for assessment 16 hours. Total 60 hours per semester.
Learning methods:
Discussions on the topic to be discussed, experience of multiculturalism, demonstration of appropriate solutions, problem-solving exercises, project development.

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Students will model situations of conflict between cultures in their natural environment (village, neighbourhood, city, wherever students feel at home):
- They will identify and interpret a situation/problem/conflict that has occurred or may occur there.
- They look for goals and possibilities to solve it.
- They look for the school's contribution to solving the problem.

They will be evaluated on the accuracy of the intercultural aspects of the situation, the fulfilment of the principles of multicultural education, the potential feasibility of the proposed solutions. Negative evaluations will be given to projects that present stereotypical views of the issue.
Evaluation:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).

Weighting of the midterm and final grades: 100/0.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
This course leads students to an understanding of the principles and practices of multicultural education. It develops their skills in planning and designing multicultural education and in integrating it into the classroom. It develops intercultural understanding. Students learn about the main didactic practices in the implementation of multicultural education.

Class syllabus:

Course outcomes of subject (content):
The problem facing multicultural education - stereotypes and prejudices in us. Encounter with another culture. Culture shock. How we get information about other cultures. How to cope with the arrival of foreigners. How to proceed in multicultural education. Assessment in multicultural education.

Recommended literature:

Compulsory/Recommended readings:
ČENĚK, J. - SMOLÍK, J. - VYKOUKALOVÁ, Z. 2016: Intercultural psychology. Prague : Grada. ISBN 978-80-247-5414-7
ĎURAJKOVÁ, D., VARGOVÁ, D. 2007: Multicultural education, yes or no? Bratislava : MPC. ISBN 978-80-7164-434-7
KASIKOVÁ, H. et al. 2003: Intercultural education and training: effective methods and forms. Prague : FF UK. (without ISBN)
KOMINAREC, I. - KOMINARECOVÁ, E. 2009: Multiculturalism and communication. Prešov : PO. ISBN 978-80-555-0061-4
MISTRIK et al. 2008: Multicultural education in school. Bratislava : Open Society Foundation. ISBN 978-80-969271-4-2
MISTRÍK, Erich 2000: Multicultural education in teacher training. A curriculum framework for universities. 1st ed. Bratislava : Iris. ISBN 80-89018-10-6
MISTRÍK, E. - HAAPANEN, S. - HEIKKINEN, H. - JAZUDEK, R. - ONDRUŠKOVÁ, N. - RÄSÄNEN, R. 1999: Culture and multicultural education. Bratislava : Iris. ISBN 80-88778-81-3
MISTRÍK, E. 2008: Multicultural education. In. A practical guide to designing your own school education programme. 3. E1. Bratislava : RAABE. ISBN 978-80-89182-27-5
MULTI-CULTURES in schools: a methodological guide for multicultural education. 2009. Šoltésová (ed.) Bratislava : NMŠ. ISBN 80-89008-21-6
PRŮCHA. J. 2006: Multicultural education. Prague : Triton. ISBN 80-7254-866-2
VANČÍKOVÁ, K. 2013: Multicultural education, its place in the contemporary school. Banská Bystrica: PdF UMB. ISBN 978-80-557-0512-5

Languages necessary to complete the course:

Slovak and Czech

Notes:

Past grade distribution

Total number of evaluated students: 468

A	ABS	B	C	D	E	FX
54,27	0,0	25,0	11,75	5,34	2,78	0,85

Lecturers: Mgr. Lucia Hlavatá, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde253/22	Multicultural education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching:
2P+S - 2 hours seminar + lecture per week, total 22 hours per semester , Organizational form: full-time or combined method
Student workload:
2 hours seminar + lecture per week (= 22 hours per semester), preparation of continuous work 2 hours per week (= 22 hours per semester), completion of work for assessment 16 hours. Total 60 hours per semester.
Learning methods:
Discussions on the topic to be discussed, experience of multiculturalism, demonstration of appropriate solutions, problem-solving exercises, project development.

Number of credits: 2

Recommended semester: 6.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Students will model situations of conflict between cultures in their natural environment (village, neighbourhood, city, wherever students feel at home):
- They will identify and interpret a situation/problem/conflict that has occurred or may occur there.
- They look for goals and possibilities to solve it.
- They look for the school's contribution to solving the problem.

They will be evaluated on the accuracy of the intercultural aspects of the situation, the fulfilment of the principles of multicultural education, the potential feasibility of the proposed solutions. Negative evaluations will be given to projects that present stereotypical views of the issue.
Evaluation:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).

Weighting of the midterm and final grades: 100/0.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
This course leads students to an understanding of the principles and practices of multicultural education. It develops their skills in planning and designing multicultural education and in integrating it into the classroom. It develops intercultural understanding. Students learn about the main didactic practices in the implementation of multicultural education.

Class syllabus:

Course outcomes of subject (content):
The problem facing multicultural education - stereotypes and prejudices in us. Encounter with another culture. Culture shock. How we get information about other cultures. How to cope with the arrival of foreigners. How to proceed in multicultural education. Assessment in multicultural education.

Recommended literature:

Compulsory/Recommended readings:
ČENĚK, J. - SMOLÍK, J. - VYKOUKALOVÁ, Z. 2016: Intercultural psychology. Prague : Grada. ISBN 978-80-247-5414-7
ĎURAJKOVÁ, D., VARGOVÁ, D. 2007: Multicultural education, yes or no? Bratislava : MPC. ISBN 978-80-7164-434-7
KASIKOVÁ, H. et al. 2003: Intercultural education and training: effective methods and forms. Prague : FF UK. (without ISBN)
KOMINAREC, I. - KOMINARECOVÁ, E. 2009: Multiculturalism and communication. Prešov : PO. ISBN 978-80-555-0061-4
MISTRIK et al. 2008: Multicultural education in school. Bratislava : Open Society Foundation. ISBN 978-80-969271-4-2
MISTRÍK, Erich 2000: Multicultural education in teacher training. A curriculum framework for universities. 1st ed. Bratislava : Iris. ISBN 80-89018-10-6
MISTRÍK, E. - HAAPANEN, S. - HEIKKINEN, H. - JAZUDEK, R. - ONDRUŠKOVÁ, N. - RÄSÄNEN, R. 1999: Culture and multicultural education. Bratislava : Iris. ISBN 80-88778-81-3
MISTRÍK, E. 2008: Multicultural education. In. A practical guide to designing your own school education programme. 3. E1. Bratislava : RAABE. ISBN 978-80-89182-27-5
MULTI-CULTURES in schools: a methodological guide for multicultural education. 2009. Šoltésová (ed.) Bratislava : NMŠ. ISBN 80-89008-21-6
PRŮCHA. J. 2006: Multicultural education. Prague : Triton. ISBN 80-7254-866-2
VANČÍKOVÁ, K. 2013: Multicultural education, its place in the contemporary school. Banská Bystrica: PdF UMB. ISBN 978-80-557-0512-5

Languages necessary to complete the course:

Slovak and Czech

Notes:

Past grade distribution

Total number of evaluated students: 468

A	ABS	B	C	D	E	FX
54,27	0,0	25,0	11,75	5,34	2,78	0,85

Lecturers:

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde243/22	Music activities in pre-primary education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching: 2 hours per week in the form of a seminar, total 22 hours per semester
Organizational form: combined form (primarily in-person teaching)
Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 14 hours preparation of seminar work; 24 hours preparation for mid-term assessment. Total 60 hours of student work.
Methods of education: Combination of monological methods (instruction), situational methods (case studies), dialogical methods (interview, discussion), and practical methods ((induction, deduction, analysis, synthesis).
Credits: 2
Recommended semester: 1st-2nd semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
There will be two written seminar papers of 50 points each during the semester.
To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. Credit shall not be awarded to a student who, in either of the two written examinations score less than 25 points. To complete the course successfully, it is necessary to obtain at least 60% of the points.
The grade is awarded on a scale:
A (100-91 %, excellent – outstanding results),
B (90-81 %, very good – above the average standard),
C (80-73 %, good – generally sound work),
D (72-66 %, satisfactory – fair but with significant shortcomings),
E (65-60 %, sufficient – performance meets the minimum criteria),
Fx (59-0 %, fail – further work required).

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:

The student acquires the basics of music didactics in pre-primary education, understands its subject, focus, content, aim, object of research, structure, subdivision and links to other related pedagogical and musicological disciplines. The student masters elementary music activities and methods of their use in pre-primary music education, especially the vocal one. Further he (or she) has a practical control of elementary instrumentation and music-movement activities and is able to analyze independently the music material, to interpret it pedagogically and finally implements it with musical activities. The student understands the direct link between didactics and education, is able to reflect theoretically on selected educational processes using specific terms, and to apply selected theoretical basics in music education.

Class syllabus:

Course outcomes of subject (content):
Musical activities. Musical activities - classification, characteristics, methods of their use, implementation. Vocal education - characteristics, methods. Elementary instrumentarium - self-made instruments, folk instruments, Orff's Schulwerk, sound objects. Movement, dance, auditory-motor abilities. Improvisation. Listening to music. Methods of working with song.

Recommended literature:

Compulsory readings:
Balcárová, B. (2004). Integrovaná didaktiky hudobnej výchovy v primárnej edukácii. Prešov: Prešovská univerzita
BaranovÁ, E.(2001).Ako učiť hudobnú výchovu. Ružomberok: Katolícka univerzita
Boroš, T. (2020).Hudba ako čin. Bratislava: InMusic
Boroš, T. (2022). Numbers. Bratislava: Superar.o.z
Coufalová, G., Medek, I., Synek, J. (2013). Hudební nástroje jinak. Brno: Jamu
Derevjaníková, A., Dzurilla, M. (2014). Hudobná výchova v predprimárnej edukácii, Prešov: MpC
Felix, B.(2013). Hudobno-dramatické činnosti na základnej škole. Banská Bystrica: PF UMB
Kodejška, M. (2002). Integratívni hudební výchova dítěte předškolního věku. Praha: PF UK

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 840

A	ABS	B	C	D	E	FX
79,52	0,0	15,95	2,02	0,24	0,48	1,79

Lecturers: PaedDr. Lenka Kaščáková, PhD., Mgr. art. et Mgr. Jarmila Jurášová Šteigerová, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde243/22	Music activities in pre-primary education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching: 2 hours per week in the form of a seminar, total 22 hours per semester
Organizational form: combined form (primarily in-person teaching)
Student workload: 11 x 2 hours of direct teaching (total: 22 hours); 14 hours preparation of seminar work; 24 hours preparation for mid-term assessment. Total 60 hours of student work.
Methods of education: Combination of monological methods (instruction), situational methods (case studies), dialogical methods (interview, discussion), and practical methods ((induction, deduction, analysis, synthesis).
Credits: 2
Recommended semester: 1st-2nd semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
There will be two written seminar papers of 50 points each during the semester.
To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. Credit shall not be awarded to a student who, in either of the two written examinations score less than 25 points. To complete the course successfully, it is necessary to obtain at least 60% of the points.
The grade is awarded on a scale:
A (100-91 %, excellent – outstanding results),
B (90-81 %, very good – above the average standard),
C (80-73 %, good – generally sound work),
D (72-66 %, satisfactory – fair but with significant shortcomings),
E (65-60 %, sufficient – performance meets the minimum criteria),
Fx (59-0 %, fail – further work required).

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:

The student acquires the basics of music didactics in pre-primary education, understands its subject, focus, content, aim, object of research, structure, subdivision and links to other related pedagogical and musicological disciplines. The student masters elementary music activities and methods of their use in pre-primary music education, especially the vocal one. Further he (or she) has a practical control of elementary instrumentation and music-movement activities and is able to analyze independently the music material, to interpret it pedagogically and finally implements it with musical activities. The student understands the direct link between didactics and education, is able to reflect theoretically on selected educational processes using specific terms, and to apply selected theoretical basics in music education.

Class syllabus:

Course outcomes of subject (content):
Musical activities. Musical activities - classification, characteristics, methods of their use, implementation. Vocal education - characteristics, methods. Elementary instrumentarium - self-made instruments, folk instruments, Orff's Schulwerk, sound objects. Movement, dance, auditory-motor abilities. Improvisation. Listening to music. Methods of working with song.

Recommended literature:

Compulsory readings:
Balcárová, B. (2004). Integrovaná didaktiky hudobnej výchovy v primárnej edukácii. Prešov: Prešovská univerzita
BaranovÁ, E.(2001).Ako učiť hudobnú výchovu. Ružomberok: Katolícka univerzita
Boroš, T. (2020).Hudba ako čin. Bratislava: InMusic
Boroš, T. (2022). Numbers. Bratislava: Superar.o.z
Coufalová, G., Medek, I., Synek, J. (2013). Hudební nástroje jinak. Brno: Jamu
Derevjaníková, A., Dzurilla, M. (2014). Hudobná výchova v predprimárnej edukácii, Prešov: MpC
Felix, B.(2013). Hudobno-dramatické činnosti na základnej škole. Banská Bystrica: PF UMB
Kodejška, M. (2002). Integratívni hudební výchova dítěte předškolního věku. Praha: PF UK

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 840

A	ABS	B	C	D	E	FX
79,52	0,0	15,95	2,02	0,24	0,48	1,79

Lecturers: PaedDr. Lenka Kaščáková, PhD., Mgr. art. et Mgr. Jarmila Jurášová Šteigerová, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde001/22	Music in pre-primary and leisure time education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching: 2 hours per week in the form of lecture/seminar, total 22 hours per semester; combined form (primarily in-person teaching)
Student workload: 11x2 hours of direct teaching = 22 hours; 40 hours preparation of seminar work; 18 hours study of literature, 40 hours preparation for mid-term evaluation. Total 120 hours of student work.
Methods of education: Combination of monological methods (instruction), situational methods (case studies), dialogical methods (interview, discussion), and practical methods ((induction, deduction, analysis, synthesis)

Number of credits: 4

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
There will be two written seminar papers of 50 points each during the semester.
To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. Credit shall not be awarded to a student who, in either of the two written examinations score less than 25 points. To complete the course successfully, it is necessary to obtain at least 60% of the points.
The grade is awarded on a scale:
A (100-91 %, excellent – outstanding results),
B (90-81 %, very good – above the average standard),
C (80-73 %, good – generally sound work),
D (72-66 %, satisfactory – fair but with significant shortcomings),
E (65-60 %, sufficient – performance meets the minimum criteria),
Fx (59-0 %, fail – further work required).

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
Upon successful completion of the training, the student gains practical experience in the field of music education; masters rhythmic and melodic models as well as methods of their acquisition; deepens his (or her) own musical abilities; acquires skills in the field of musical activities;

masters their pedagogical transfer; masters both theoretically and practically the principles of some pedagogical concepts (Orff, Kodály and their derivatives); works creatively and independently with song material. The student analyzes musical material from a pedagogical point of view and proposes a strategy for its acquisition through musical activities, knows the aim, the content and the subject of music pedagogics and didactics and masters the principles of music education and methodology.

Class syllabus:

Course outcomes of subject (content):
Educational standards of music education, Music Activities in Practice. Musical Skills. Musical means of expression. Rhythmic patterns, rhythmic activities, hand signs. Melodic models, Phonogesthetics. Didactics of music and its subject didactics. Music pedagogics.

Recommended literature:

Odporúčaná literatúra:
DEREVJANÍKOVÁ, Anna. Hudobná výchova. Bratislava: Pro Solutions, s.r.o., 2025. ISBN 978-80-8139-182-8
BOROŠ, Tomáš. Hudobná edukácia. Teória a prax. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4430-2.
FRIDMAN, Libor a kol. Aktuálne podnety modernizácie didaktiky hudobnej edukácie. Banská Bystrica: PF UMB, 2013. ISBN 978-80-8083-755-6.
KODEJŠKA, Miloš. Integratívni hudební výchova dítěte předškolního věku. Praha: PF UK Praha, 2002. ISBN 80-7290-080-3.
SEDLÁK, František – VÁŇOVÁ, Hana: Hudební psychologie pro učitele. Praha: Karolinum, 2013. ISBN 978-80-246-2060-2.
SLÁVIKOVÁ, Petra: Dětská hudební tvořivost v predprimárním vzdělávání, Praha: Karolinum, 2020. ISBN 978-80-7603-124-1.
ŠAŠALA, Radovan: Digitálne technológie v štruktúre integratívnej hudobnej výchovy, Prešov, Brookman, s.r.o., 2021. ISBN 978-80-8165-427-5.
Poznámka:
V prípade dobrých jazykových schopností študenta/tky uvádzame okrem odbornej literatúry v slovenskom jazyku aj relevantnú cudzojazyčnú literatúru.

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 787

A	ABS	B	C	D	E	FX
68,23	0,0	24,14	5,59	0,51	0,38	1,14

Lecturers: PaedDr. Lenka Kaščáková, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde001/22	Music in pre-primary and leisure time education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching: 2 hours per week in the form of lecture/seminar, total 22 hours per semester; combined form (primarily in-person teaching)
Student workload: 11x2 hours of direct teaching = 22 hours; 40 hours preparation of seminar work; 18 hours study of literature, 40 hours preparation for mid-term evaluation. Total 120 hours of student work.
Methods of education: Combination of monological methods (instruction), situational methods (case studies), dialogical methods (interview, discussion), and practical methods ((induction, deduction, analysis, synthesis)

Number of credits: 4

Recommended semester: 6.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
There will be two written seminar papers of 50 points each during the semester.
To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. Credit shall not be awarded to a student who, in either of the two written examinations score less than 25 points. To complete the course successfully, it is necessary to obtain at least 60% of the points.
The grade is awarded on a scale:
A (100-91 %, excellent – outstanding results),
B (90-81 %, very good – above the average standard),
C (80-73 %, good – generally sound work),
D (72-66 %, satisfactory – fair but with significant shortcomings),
E (65-60 %, sufficient – performance meets the minimum criteria),
Fx (59-0 %, fail – further work required).

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
Upon successful completion of the training, the student gains practical experience in the field of music education; masters rhythmic and melodic models as well as methods of their acquisition; deepens his (or her) own musical abilities; acquires skills in the field of musical activities;

masters their pedagogical transfer; masters both theoretically and practically the principles of some pedagogical concepts (Orff, Kodály and their derivatives); works creatively and independently with song material. The student analyzes musical material from a pedagogical point of view and proposes a strategy for its acquisition through musical activities, knows the aim, the content and the subject of music pedagogics and didactics and masters the principles of music education and methodology.

Class syllabus:

Course outcomes of subject (content):

Educational standards of music education, Music Activities in Practice. Musical Skills. Musical means of expression. Rhythmic patterns, rhythmic activities, hand signs. Melodic models, Phonogesthetics. Didactics of music and its subject didactics. Music pedagogics.

Recommended literature:

Odporúčaná literatúra:

DEREVJANÍKOVÁ, Anna. Hudobná výchova. Bratislava: Pro Solutions, s.r.o., 2025. ISBN 978-80-8139-182-8

BOROŠ, Tomáš. Hudobná edukácia. Teória a prax. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4430-2.

FRIDMAN, Libor a kol. Aktuálne podnety modernizácie didaktiky hudobnej edukácie. Banská Bystrica: PF UMB, 2013. ISBN 978-80-8083-755-6.

KODEJŠKA, Miloš. Integratívni hudební výchova dítěte předškolního věku. Praha: PF UK Praha, 2002. ISBN 80-7290-080-3.

SEDLÁK, František – VÁŇOVÁ, Hana: Hudební psychologie pro učitele. Praha: Karolinum, 2013. ISBN 978-80-246-2060-2.

SLÁVIKOVÁ, Petra: Dětská hudební tvořivost v predprimárním vzdělávání, Praha: Karolinum, 2020. ISBN 978-80-7603-124-1.

ŠAŠALA, Radovan: Digitálne technológie v štruktúre integratívnej hudobnej výchovy, Prešov, Brookman, s.r.o., 2021. ISBN 978-80-8165-427-5.

Poznámka:

V prípade dobrých jazykových schopností študenta/tky uvádzame okrem odbornej literatúry v slovenskom jazyku aj relevantnú cudzojazyčnú literatúru.

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 787

A	ABS	B	C	D	E	FX
68,23	0,0	24,14	5,59	0,51	0,38	1,14

Lecturers: PaedDr. Lenka Kaščáková, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde234/22	Natural science experiments

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form
2 hours of exercise, total 22 hours per semester, combined method (primarily face-to-face)
Student workload:
2C (3 credits) for a full-time student:
11x 2 hours of direct teaching = 22 hours;
18 hours of independent study of curriculum documents of pre-primary science education and professional literature on research activities usable in pre-primary education and leisure education
30 hours of developing a project on a chosen natural science topic in the form of a practical evaluation of research activities (observation, attempt and experimentation) usable in pre-primary natural science education and leisure education;
20 hours of preparation for the practical output - preparation of the presentation of the didactic analysis of the curriculum of the science topic of pre-primary education from the educational area Man and Nature with the application of activating and experiential methods in the process of pre-primary science education
A total of 90 hours of student work.
Teaching methods: experiential methods, activating methods, project methods

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The student will be assessed continuously:
a) in the form of developing a project on a chosen science topic in the form of a practical evaluation of research activities (observation, attempt and experimentation) usable in pre-primary science education and leisure education with a maximum value of 60 points;
b) a practical output will then take place - a presentation of the processing of the selected science topic as a didactic analysis of the curriculum of the science topic of pre-primary education from the educational area Man and Nature with the application of activating and experiential methods in the process of pre-primary science education with a maximum value of 40 points.

At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who gets less than 40 points from the developed project and less than 20 points from the practical output. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.
The rating is given on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student is excellent versed in the curricular documents of pre-primary science education, knows how to work with specialist literature on research activities that can be used in pre-primary education, knows procedures, methodological tools, ways and forms of implementing science pre-primary education and can apply them in the pedagogical process
B (90-81%, very good - above average standard), very good performance, the student knows how to work with specialist literature on research activities that can be used in pre-primary education very well, his orientation in the curriculum documents of pre-primary science education is borderline, however, he knows procedures, methodological tools , ways and forms of implementing science pre-primary education and can apply them to the pedagogical process
C (80-73%, good – normal reliable work), good performance, although the student has a good command of working with the professional literature of research activities usable in pre-primary education, but orientation in the curriculum documents of pre-primary science education is partially absent and partially knows the procedures, methodological tools, methods and forms of implementing science pre-primary education, but those he knows, he can apply to the pedagogical process
D (72-66%, satisfactory - acceptable results), satisfactory performance, the student only partially masters the work with professional literature of research activities usable in pre-primary education, orientation in curricular documents of primary pre-science education is partially absent, knows only some procedures, methodological tools, methods and forms of implementation of science pre-primary education and can only partially apply them in the pedagogical process
E (65-60%, sufficient - the results meet the minimum criteria), satisfactory performance, the student minimally masters the work with the professional literature of research activities usable in pre-primary education and his orientation in the curriculum documents of pre-primary science education is at a minimum level, he only knows a minimum of basic procedures implementation of science pre-primary education and can only partially apply them in the pedagogical process
Fx (59-0%, insufficient - additional work is required), insufficient performance, the student does not sufficiently master the work with the professional literature of research activities that can be used in pre-primary education, orientation in the curricular documents of pre-primary science education is completely absent, he does not even know the basic procedures for the realization of pre-primary science education and is not able to apply them in the pedagogical process

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The student should know the procedures, methodological tools, ways and forms of implementing science education in preschool age; he should be able to orient himself in the current curriculum documents of pre-primary science education. After completing the course, the student should have information about the possibilities of using natural materials when working with children of preschool age in connection with the transformations of nature during the year. During the course, students will gain work experience and at the same time will have the opportunity to strengthen their digital skills with special aids that can be used in science education in preschool age.

Class syllabus:
Course outcomes of subject (content):

1. Pedagogical and didactic aspects of using research activities in kindergarten. Basic methods of natural science research activities. An inquired-based science education. Research activities usable in science pre-primary education. Observation, attempt, experiment in science pre-primary education. (the student knows the relevant methods of science research activities and can apply them appropriately in the pedagogical process of pre-primary science education)
2. Planning and organization of research activities in the kindergarten environment and in the natural environment. (the student knows the appropriate organizational forms of pre-primary science education and acquires basic knowledge of work organization during field research)
3. Collection and preservation of natural products, creation of aids, creation of collections. Special didactic aids for the implementation of simple natural science observations and experiments. (the student has the opportunity to develop his creativity when creating his own tools and collections, and at the same time the student gains experience working with special alternative tools that can be used in pre-primary science education)
4. Practical recognition and identification of selected representatives of plants and animals. (the student will acquire practical skills in identifying selected types of plants (useful, agricultural, medicinal, poisonous plants, various types of fruits and vegetables), mushrooms and animals that a preschool-aged child can normally encounter in his immediate surroundings, the student will learn to identify plant and animal using atlases and will acquire digital skills in identifying selected species of plants and animals using interactive mobile applications)
5. The design of simple chemical and physical observations and experiments that can be used in a kindergarten environment (the student masters the design of simple observations and experiments, which can be used to bring to a preschool child the situations of water pollution by various substances, manifestations of air movement, weather changes, shadow formation, its lengthening and shortening, burning conditions and determining the source of heat, changes in the properties of substances due to heat, evaporation of water, dissolution of substances in water, different ways of creating sound, how to set objects in motion, which objects are attracted by a magnet, the way objects fall to the ground and observing the Earth as part of the universe)
6. Design of simple biological observations and experiments that can be used in a kindergarten environment (the student masters the design of simple observations and experiments, which can be used to bring to a preschool child the conditions of germination and growth of plants, the danger of fungi, different ways of moving, obtaining food and the way of life of selected species of animals, basic observable anatomical parts and life manifestations of a person, such as breathing, food intake, excretion, movement and growth, functioning of the blood circulation and sensory perception)
7. Creation, presentation and analysis of an educational activity with a focus on the development of practical research skills. (the student knows how to navigate the curriculum documents of pre-primary science education, knows how to work with specialist literature on research activities usable in pre-primary education, knows how to identify and at the same time practice those research activities that are applicable in the educational process of pre-primary education)

Recommended literature:

Compulsory/Recommended readings:
FUCHSOVÁ, M., ADAMKOVÁ, M., PIRHÁČOVÁ LAPŠANSKÁ, M., 2020. Uses of augmented reality in biology education. In: Augmented reality in educational settings. 1. vyd., Leiden: Brill, 2020, S. 168-194, ISBN 978-90-04-40883-8. Registrované v wos
HELD, Ľ., A KOL., 2011. Výskumne ladená koncepcia prírodovedného vzdelávania IBSE v slovenskom kontexte. Trnava: Typi Universitatis Tyrnaviensis, VEDA, 2011. ISBN 978-80-8082-486-0. Online: file:///C:/Users/EME201~1/AppData/Local/Temp/zoldosova-VLKPV-1.pdf
ISCED 0 –predprimárne vzdelávanie. Štátny pedagogický ústav, Dostupné na: https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/svp-materske-skoly/

MINÁRECHOVÁ, M., ŽOLDOŠOVÁ, K., 2015. Činnosti so živočíchmi v materskej škole. Bratislava, Raabe, 111 s., ISBN 978-80-8140-213-5
ROCHOVSKÁ, I., AKIMJAKOVÁ, B. A KOL., 2012. Prírodovedná gramotnosť a prírodovedné vzdelávanie v predškolskej a elementárnej pedagogike. Ružomberok: Verbum, 2012, 137 s., ISBN 978-80-8084-926-9
ROCHOVSKÁ, I., 2011. Využívanie bádateľských aktivít v materskej škole. Ružomberok: VERBU vydavateľstvo Katolíckej univerzity v Ružomberku, 2011. ISBN 978-80-8084-666-4
UHRINOVÁ, M., 2011. Vybrané didaktické aspekty prírodovedného vzdelávania v materskej škole. Ružomberok, Verbum, 93 s., ISBN 978-80-8084-786-9

Languages necessary to complete the course:
Slovak and English language

Notes:

Past grade distribution
Total number of evaluated students: 480

A	ABS	B	C	D	E	FX
72,08	0,0	18,33	6,46	1,04	0,83	1,25

Lecturers: Mgr. Martin Droščák, PhD., PaedDr. Peter Vatraľ

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde234/22	Natural science experiments

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form
2 hours of exercise, total 22 hours per semester, combined method (primarily face-to-face)
Student workload:
2C (3 credits) for a full-time student:
11x 2 hours of direct teaching = 22 hours;
18 hours of independent study of curriculum documents of pre-primary science education and professional literature on research activities usable in pre-primary education and leisure education
30 hours of developing a project on a chosen natural science topic in the form of a practical evaluation of research activities (observation, attempt and experimentation) usable in pre-primary natural science education and leisure education;
20 hours of preparation for the practical output - preparation of the presentation of the didactic analysis of the curriculum of the science topic of pre-primary education from the educational area Man and Nature with the application of activating and experiential methods in the process of pre-primary science education
A total of 90 hours of student work.
Teaching methods: experiential methods, activating methods, project methods

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The student will be assessed continuously:
a) in the form of developing a project on a chosen science topic in the form of a practical evaluation of research activities (observation, attempt and experimentation) usable in pre-primary science education and leisure education with a maximum value of 60 points;
b) a practical output will then take place - a presentation of the processing of the selected science topic as a didactic analysis of the curriculum of the science topic of pre-primary education from the educational area Man and Nature with the application of activating and experiential methods in the process of pre-primary science education with a maximum value of 40 points.

At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who gets less than 40 points from the developed project and less than 20 points from the practical output. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.
The rating is given on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student is excellent versed in the curricular documents of pre-primary science education, knows how to work with specialist literature on research activities that can be used in pre-primary education, knows procedures, methodological tools, ways and forms of implementing science pre-primary education and can apply them in the pedagogical process
B (90-81%, very good - above average standard), very good performance, the student knows how to work with specialist literature on research activities that can be used in pre-primary education very well, his orientation in the curriculum documents of pre-primary science education is borderline, however, he knows procedures, methodological tools , ways and forms of implementing science pre-primary education and can apply them to the pedagogical process
C (80-73%, good – normal reliable work), good performance, although the student has a good command of working with the professional literature of research activities usable in pre-primary education, but orientation in the curriculum documents of pre-primary science education is partially absent and partially knows the procedures, methodological tools, methods and forms of implementing science pre-primary education, but those he knows, he can apply to the pedagogical process
D (72-66%, satisfactory - acceptable results), satisfactory performance, the student only partially masters the work with professional literature of research activities usable in pre-primary education, orientation in curricular documents of primary pre-science education is partially absent, knows only some procedures, methodological tools, methods and forms of implementation of science pre-primary education and can only partially apply them in the pedagogical process
E (65-60%, sufficient - the results meet the minimum criteria), satisfactory performance, the student minimally masters the work with the professional literature of research activities usable in pre-primary education and his orientation in the curriculum documents of pre-primary science education is at a minimum level, he only knows a minimum of basic procedures implementation of science pre-primary education and can only partially apply them in the pedagogical process
Fx (59-0%, insufficient - additional work is required), insufficient performance, the student does not sufficiently master the work with the professional literature of research activities that can be used in pre-primary education, orientation in the curricular documents of pre-primary science education is completely absent, he does not even know the basic procedures for the realization of pre-primary science education and is not able to apply them in the pedagogical process

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The student should know the procedures, methodological tools, ways and forms of implementing science education in preschool age; he should be able to orient himself in the current curriculum documents of pre-primary science education. After completing the course, the student should have information about the possibilities of using natural materials when working with children of preschool age in connection with the transformations of nature during the year. During the course, students will gain work experience and at the same time will have the opportunity to strengthen their digital skills with special aids that can be used in science education in preschool age.

Class syllabus:
Course outcomes of subject (content):

1. Pedagogical and didactic aspects of using research activities in kindergarten. Basic methods of natural science research activities. An inquired-based science education. Research activities usable in science pre-primary education. Observation, attempt, experiment in science pre-primary education. (the student knows the relevant methods of science research activities and can apply them appropriately in the pedagogical process of pre-primary science education)
2. Planning and organization of research activities in the kindergarten environment and in the natural environment. (the student knows the appropriate organizational forms of pre-primary science education and acquires basic knowledge of work organization during field research)
3. Collection and preservation of natural products, creation of aids, creation of collections. Special didactic aids for the implementation of simple natural science observations and experiments. (the student has the opportunity to develop his creativity when creating his own tools and collections, and at the same time the student gains experience working with special alternative tools that can be used in pre-primary science education)
4. Practical recognition and identification of selected representatives of plants and animals. (the student will acquire practical skills in identifying selected types of plants (useful, agricultural, medicinal, poisonous plants, various types of fruits and vegetables), mushrooms and animals that a preschool-aged child can normally encounter in his immediate surroundings, the student will learn to identify plant and animal using atlases and will acquire digital skills in identifying selected species of plants and animals using interactive mobile applications)
5. The design of simple chemical and physical observations and experiments that can be used in a kindergarten environment (the student masters the design of simple observations and experiments, which can be used to bring to a preschool child the situations of water pollution by various substances, manifestations of air movement, weather changes, shadow formation, its lengthening and shortening, burning conditions and determining the source of heat, changes in the properties of substances due to heat, evaporation of water, dissolution of substances in water, different ways of creating sound, how to set objects in motion, which objects are attracted by a magnet, the way objects fall to the ground and observing the Earth as part of the universe)
6. Design of simple biological observations and experiments that can be used in a kindergarten environment (the student masters the design of simple observations and experiments, which can be used to bring to a preschool child the conditions of germination and growth of plants, the danger of fungi, different ways of moving, obtaining food and the way of life of selected species of animals, basic observable anatomical parts and life manifestations of a person, such as breathing, food intake, excretion, movement and growth, functioning of the blood circulation and sensory perception)
7. Creation, presentation and analysis of an educational activity with a focus on the development of practical research skills. (the student knows how to navigate the curriculum documents of pre-primary science education, knows how to work with specialist literature on research activities usable in pre-primary education, knows how to identify and at the same time practice those research activities that are applicable in the educational process of pre-primary education)

Recommended literature:

Compulsory/Recommended readings:
FUCHSOVÁ, M., ADAMKOVÁ, M., PIRHÁČOVÁ LAPŠANSKÁ, M., 2020. Uses of augmented reality in biology education. In: Augmented reality in educational settings. 1. vyd., Leiden: Brill, 2020, S. 168-194, ISBN 978-90-04-40883-8. Registrované v wos
HELD, Ľ., A KOL., 2011. Výskumne ladená koncepcia prírodovedného vzdelávania IBSE v slovenskom kontexte. Trnava: Typi Universitatis Tyrnaviensis, VEDA, 2011. ISBN 978-80-8082-486-0. Online: file:///C:/Users/EME201~1/AppData/Local/Temp/zoldosova-VLKPV-1.pdf
ISCED 0 –predprimárne vzdelávanie. Štátny pedagogický ústav, Dostupné na: https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/svp-materske-skoly/

MINÁRECHOVÁ, M., ŽOLDOŠOVÁ, K., 2015. Činnosti so živočíchmi v materskej škole. Bratislava, Raabe, 111 s., ISBN 978-80-8140-213-5
ROCHOVSKÁ, I., AKIMJAKOVÁ, B. A KOL., 2012. Prírodovedná gramotnosť a prírodovedné vzdelávanie v predškolskej a elementárnej pedagogike. Ružomberok: Verbum, 2012, 137 s., ISBN 978-80-8084-926-9
ROCHOVSKÁ, I., 2011. Využívanie bádateľských aktivít v materskej škole. Ružomberok: VERBU vydavateľstvo Katolíckej univerzity v Ružomberku, 2011. ISBN 978-80-8084-666-4
UHRINOVÁ, M., 2011. Vybrané didaktické aspekty prírodovedného vzdelávania v materskej škole. Ružomberok, Verbum, 93 s., ISBN 978-80-8084-786-9

Languages necessary to complete the course:
Slovak and English language

Notes:

Past grade distribution
Total number of evaluated students: 480

A	ABS	B	C	D	E	FX
72,08	0,0	18,33	6,46	1,04	0,83	1,25

Lecturers:

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde008/22	Natural science studies in pre-primary and leisure time education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
2 hours per week/ 22 hours per semester, combined form; (primarily attendance)
Student workload:
22 hours of direct teaching, 22 hours of preparation for classes, 36 hours of preparation for tests, 20 hours of assignments, 20 hours of project preparation. A total of 120 hours of student work.
Teaching methods: interpretation, explanation, discussion of the discussed topic, work in small groups, creation and analysis of tasks and activities, presentation of projects, e-learning. In the teaching, the presentation of the given topic according to the subject outline alternates with discussion and problem solving. The main part is the analysis of tasks and activities for children in pre-primary education and leisure education, in which students identify theoretical concepts. Through discussion and various activating methods, students are encouraged to think about conveying science concepts in a way that is understandable and appealing to children. Continuous teaching is completed by presenting projects that are aimed at preparing science activities for children in kindergarten or at preparing activities of interest or projects for the school club.

Number of credits: 4

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The subject is evaluated by two written tests of the acquired knowledge in a predetermined period (maximum 2x25 total 50 points). During the semester, the student is also evaluated in the form of ongoing assignments (25 points) and the development and defence of the project (25 points). Written tests check the student's theoretical knowledge from the scientific field as well as from natural science didactics, especially in the form of application tasks aimed at the application of theoretical knowledge. The student must obtain at least 15 points for each test. During the semester, the student prepares several individual or group ongoing assignments that focus on solving specific problems and applying theoretical knowledge to practice. The student is evaluated for creativity, originality, and correctness of proposed tasks/activities for children in pre-primary education and leisure education. The student must obtain at least 15 points from the assignments. The project checks the student's ability to design activities with appropriate didactic processing of science knowledge for pre-primary education in one specific topic or to plan an interest activity focused on the development of a specific concept or demonstration of a science phenomenon for students

in a school club, scientific correctness, adherence to methodological procedures, an element of playfulness is evaluated, originality, creativity, level of cooperation and presentation.
The rating is given on a scale:
A more than 94%
The student has an excellent command of basic definitions and can characterize the most significant natural phenomena that are also applicable in pre-primary education or in leisure activities. He knows very well the methods of conveying natural science concepts and phenomena at the level of children of preschool and younger school age. He is excellent at analysing the teaching aids and methods used in pre-primary and leisure education and does reflect on the process of science education. Can find improvised means to demonstrate natural phenomena and procedures and concepts. He can integrate natural science knowledge into various educational activities and into an interest activity in the school club. He can evaluate the presence of misconceptions and use it appropriately when developing natural science knowledge. He cares about developing the ability to collaborate, observe, draw conclusions, and prove his claims derived from observation. He knows various electronic resources where there are simulations of natural phenomena that are not actually observable in the children's environment. Can use electronic resources, applications to explain natural phenomena and processes. He is active in class, discusses, answers questions correctly, presents original and correct solutions. It has excellent results.
B more than 84% and less than 94%
The student has a very good command of basic definitions and knows how to characterize the most important natural science phenomena, which are also applicable in pre-primary education or in leisure activities. He knows very well the methods of conveying science concepts and phenomena at the level of preschool and younger school-age children. He is very good at analysing teaching aids, methods and didactically reflecting on the process of science education. Can find improvised means to demonstrate natural phenomena and procedures and concepts. He can integrate natural science knowledge into various educational activities and into an interest activity in the school club. He can evaluate the presence of misconceptions and use it appropriately when developing natural science knowledge. He pays attention to developing the ability to cooperate, observe, draw conclusions from observation. He knows various electronic resources where there are simulations of natural phenomena that are not actually observable in the children's environment. Can use standard electronic resources, applications and simulations to explain natural phenomena and processes. He is active in class, he discusses. usually answers questions correctly, presents less original but correct solutions. He has above average results.
C more than 74% and less than 84%:
The student has a good command of basic definitions and knows how to characterize the most important natural science phenomena, which are also applicable in pre-primary education or in leisure activities. He knows well the methods of conveying natural science concepts and phenomena at the level of children of preschool and younger school age. However, his ability to analyse teaching aids, methods used in science education and to reflect didactically on the process of science education is borderline. Can find improvised means to demonstrate natural phenomena and procedures and concepts. He can integrate science knowledge into various educational activities and into an interest activity in the school club. He can evaluate the presence of misconceptions and use it appropriately when developing natural science knowledge. He pays attention to developing the ability to cooperate, observe, draw conclusions from observation. He knows various electronic resources where there are simulations of natural phenomena that are not actually observable in the children's environment. Can use standard electronic resources, applications and simulations to explain natural phenomena and processes. He is less active in class, usually answers questions correctly, presents standard correct solutions. The student does regular reliable work.

D more than 66% and less than 74% The student masters the basic definitions and understands the most important natural science phenomena, which are also applicable in pre-primary education or in leisure activities. The student has satisfactory results. At an acceptable level, he knows the methods of conveying natural science concepts and phenomena at the level of preschool and younger school-aged children. He can integrate natural science knowledge into various educational activities and into an interest activity in the school club. He can use standard teaching materials to explain natural phenomena and processes, but the ability to analyse teaching aids, methods used in science education and the ability to drastically reflect on the process of science education is partially absent. Can find improvised means to demonstrate natural phenomena and procedures and concepts. He can evaluate the presence of misconceptions and use it appropriately when developing natural science knowledge. He pays attention to developing the ability to cooperate, observe, draw conclusions from observation. He knows various electronic resources where there are simulations of natural phenomena that are not actually observable in the children's environment. Can use standard electronic resources, applications, and simulations to explain natural phenomena and processes. He is passive in class, answers questions with minor mistakes that he can correct himself, presents standard solutions with minor mistakes.
E more than 60% and less than 66%
The student understands the most important natural science phenomena that are also applicable in pre-primary education or in leisure activities. He/she is sufficiently familiar with the methods of conveying natural science concepts and phenomena at the level of children of preschool and younger school age. Can use standard teaching materials to explain natural phenomena and processes. Its results meet the minimum criteria. His ability to analyse teaching aids, methods and didactically reflect on the process of science education is largely absent. Can find improvised means to demonstrate natural phenomena and procedures and concepts. He can integrate natural science knowledge into various educational activities and into an interest activity in the school club. He can evaluate the presence of misconceptions and use it appropriately when developing natural science knowledge. He pays attention to developing the ability to cooperate, observe, draw conclusions from observation. He knows various electronic resources where there are simulations of natural phenomena that are not actually observable in the children's environment. Can use standard electronic resources, applications, and simulations to explain natural phenomena and processes. He is passive in class, answers questions with minor errors, presents standard solutions with minor errors.
Fx less than 60%
This evaluation is given to the student if he does not meet even the lowest requirements and does not reach the minimum number of points from the individual requirements for completing the course. More extra work is required.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The student should be able to master the definitions or description of basic natural science terms and the most significant natural science phenomena that are also applicable in pre-primary education or in leisure activities. Get familiar with the methods and forms of conveying natural science concepts and phenomena at the level of children of preschool and younger school age. The student should be able to choose suitable improvised means for demonstrating natural phenomena, procedures, and concepts, integrate natural science knowledge into various educational activities and into an interest activity in the school club. He will get to know various electronic resources where there are simulations of natural phenomena that cannot be observed realistically in the children's environment. He can evaluate the presence of misconceptions and use it appropriately when developing natural science knowledge. He cares about developing the ability to collaborate, observe, draw conclusions, and prove his claims derived from observation.

Learning outcomes: Knowledge:
• knows the definitions or description of basic natural science concepts and the most important natural science phenomena, which are also applicable in pre-primary education or in leisure activities
• knows physical units even outside the SI system
• knows the principles of safety when working with natural products, chemicals, etc.
• knows the safety principles of working with electrical devices
• has acquired theoretical knowledge in the field of anatomy and physiology of plants, animals and humans, as well as in the field of inanimate nature corresponding to the current state of knowledge, which he can effectively apply and integrate into educational activities in his educational practice
• has acquired theoretical knowledge about the way of life of plants and animals, their function in different ecosystems, has knowledge about selected representatives of the plant and animal kingdom, which can be integrated into various educational activities in pre-primary education or in leisure activities in accordance with valid documents
• has knowledge in the field of environmental protection
• has knowledge in the field of human health protection and healthy lifestyle
• has mastered knowledge of the theory and methodology of developing the natural science knowledge of children of preschool and younger school age
Skills:
• can demonstrate a science experiment
• can use a digital whiteboard
• can plan and implement a walk
• can assemble available demonstration aids
• can plan and implement an educational activity in the field of natural sciences
• knows how to clearly, comprehensibly, and expertly present knowledge from the field of natural science
• can prepare and compile own teaching material
• can create his own portfolio of activities for various topics of science education
Abilities:
• is able to choose appropriate activities and choose suitable improvised means to demonstrate natural phenomena, procedures and concepts
• is able to integrate natural science knowledge into various educational activities and into an interest activity in the school club
• the student is able to analyse appropriate teaching forms, methods and means when planning science education
• is able to use Internet resources and electronic teaching materials, e.g., applications on the digital board,
• demonstrates the ability to collaborate, observe, draw conclusions, and prove
• is able to identify children's naive conceptions and guide them
• is able to identify misconceptions and decide on the course of correction
• is able to use a wide range of activating methods in science education
• is able to navigate the professional literature and teaching materials available for science education at a specific level of education
• is able to orientate, critically evaluate and, in the process of planning and implementing activities, use and work with popular educational literature focused on to the natural science area
• can navigate and work with legislative and curricular documents and can use them when planning science education

Class syllabus:
Course outcomes of subject (content):

- Science literacy and its development in pre-primary science education and science interest activities. STEM and science education. Environmental education.
- Constructivism. Preconceptions and their diagnosis. Children's interpretation of some concepts from the natural science field, their analysis, observation, and children's naive theories. Goals and content of pre-primary science education and science interest activities. Children's motivation for science education. The personality of the teacher in science education.
- Material and non-material teaching aids in pre-primary science education and science interest activities. Research activity. Walk, Project method. Activating methods. Analysis of the content of science education in kindergarten based on valid documents.
- Animate and inanimate nature. Water. The air. Soil. Weather and its elements. Seasons. The climate. The nature of Slovakia. The universe. The earth. The sun. A month. Solar system. Environmental Protection. Ecology. Ecosystems.
- Morphology and physiology of plants. Plants and their environment. Utility plants and ornamental plants (Cereals, Fruits, Vegetables, Medicinal plants, Honey plants, Garden, and meadow flowers). Mushrooms.
- Morphology and physiology of animals. Animals and their environment. Cubs. Pets.
- Human anatomy and physiology. (Movement system, Supportive system, Respiratory system, Digestive system, Circulatory system, Senses) Health and healthy lifestyle. Food sources.
- Physical phenomena: light, heat, sound, magnetism, electricity, methods of getting to know these phenomena based on empirical experience. Activities to identify manifestations of these phenomena, e.g., creation of a simple instrument for the transmission of sound, observation of decomposition, reflection, or refraction of light on various materials, (glass, water, translucent paper), manifestations of heat, safety, manifestations of magnetism, demonstration of the presence of a magnetic field, manifestations of electrical energy, use.
- Physical quantities: volume, time, weight, length, force, possibilities of comparison and measurement with own scales, creation of tools for comparison and measurement.
- Properties of substances: air, water, metal, plastic, natural materials (wood, cotton, wool), state, changes of substances under the influence of weather.
- Presentation of projects

Recommended literature:

Odporúčaná literatúra:
MŠVVaŠ SR: Štátny vzdelávací program pre predprimárne vzdelávanie
MŠVVaŠ SR: Inovovaný štátny vzdelávací program
Pracovné listy pre predprimárne vzdelávanie
COUFALOVÁ, J. PROJEKTOVÉ VYUČOVÁNÍ pro první stupeň základní školy.FORTUNA: Praha, 2006. ISBN 80-7168-958-0
FUCHSOVÁ, M., ADAMKOVÁ, M., PIRHÁČOVÁ LAPŠANSKÁ, M., 2020. Uses of augmented reality in biology education. In: Augmented reality in educational settings. 1. vyd., Leiden: Brill, 2020, S. 168-194, ISBN 978-90-04-40883-8. Registrované v wos
KOLLÁRIKOVÁ, Z., PUPALA, B. Předškolní a primární pedagogika/Predškolská a elementárna pedagogika. Praha: Portál, 2001. ISBN 978-80-7367-828-9
ŠMELOVÁ, E., PRÁŠILOVÁ, M. a kol. Didaktika predškolního vzdělávaní.Portál, s.r.o.:Praha, 2018. ISBN 978-80-262-1302-4
TUREK, I. Inovácie v didaktike. Bratislava: Metodicko-pedagogické centrum, 2005. ISBN 80-8052-230-8
ŽOLDOŠOVÁ, K. Implementácia konštruktivistických princípov prírodovedného vzdelávania do školských vzdelávacích programov MŠ a 1. stupňa ZŠ. Rokus: Prešov, 2010. ISBN 978-80-89510-00-9

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 841

A	ABS	B	C	D	E	FX
41,26	0,0	25,56	17,0	8,2	7,02	0,95

Lecturers: Mgr. Martin Droščák, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde008/22	Natural science studies in pre-primary and leisure time education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
2 hours per week/ 22 hours per semester, combined form; (primarily attendance)
Student workload:
22 hours of direct teaching, 22 hours of preparation for classes, 36 hours of preparation for tests, 20 hours of assignments, 20 hours of project preparation. A total of 120 hours of student work.
Teaching methods: interpretation, explanation, discussion of the discussed topic, work in small groups, creation and analysis of tasks and activities, presentation of projects, e-learning. In the teaching, the presentation of the given topic according to the subject outline alternates with discussion and problem solving. The main part is the analysis of tasks and activities for children in pre-primary education and leisure education, in which students identify theoretical concepts. Through discussion and various activating methods, students are encouraged to think about conveying science concepts in a way that is understandable and appealing to children. Continuous teaching is completed by presenting projects that are aimed at preparing science activities for children in kindergarten or at preparing activities of interest or projects for the school club.

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The subject is evaluated by two written tests of the acquired knowledge in a predetermined period (maximum 2x25 total 50 points). During the semester, the student is also evaluated in the form of ongoing assignments (25 points) and the development and defence of the project (25 points). Written tests check the student's theoretical knowledge from the scientific field as well as from natural science didactics, especially in the form of application tasks aimed at the application of theoretical knowledge. The student must obtain at least 15 points for each test. During the semester, the student prepares several individual or group ongoing assignments that focus on solving specific problems and applying theoretical knowledge to practice. The student is evaluated for creativity, originality, and correctness of proposed tasks/activities for children in pre-primary education and leisure education. The student must obtain at least 15 points from the assignments. The project checks the student's ability to design activities with appropriate didactic processing of science knowledge for pre-primary education in one specific topic or to plan an interest activity focused on the development of a specific concept or demonstration of a science phenomenon for students

in a school club, scientific correctness, adherence to methodological procedures, an element of playfulness is evaluated, originality, creativity, level of cooperation and presentation.
The rating is given on a scale:
A more than 94%
The student has an excellent command of basic definitions and can characterize the most significant natural phenomena that are also applicable in pre-primary education or in leisure activities. He knows very well the methods of conveying natural science concepts and phenomena at the level of children of preschool and younger school age. He is excellent at analysing the teaching aids and methods used in pre-primary and leisure education and does reflect on the process of science education. Can find improvised means to demonstrate natural phenomena and procedures and concepts. He can integrate natural science knowledge into various educational activities and into an interest activity in the school club. He can evaluate the presence of misconceptions and use it appropriately when developing natural science knowledge. He cares about developing the ability to collaborate, observe, draw conclusions, and prove his claims derived from observation. He knows various electronic resources where there are simulations of natural phenomena that are not actually observable in the children's environment. Can use electronic resources, applications to explain natural phenomena and processes. He is active in class, discusses, answers questions correctly, presents original and correct solutions. It has excellent results.
B more than 84% and less than 94%
The student has a very good command of basic definitions and knows how to characterize the most important natural science phenomena, which are also applicable in pre-primary education or in leisure activities. He knows very well the methods of conveying science concepts and phenomena at the level of preschool and younger school-age children. He is very good at analysing teaching aids, methods and didactically reflecting on the process of science education. Can find improvised means to demonstrate natural phenomena and procedures and concepts. He can integrate natural science knowledge into various educational activities and into an interest activity in the school club. He can evaluate the presence of misconceptions and use it appropriately when developing natural science knowledge. He pays attention to developing the ability to cooperate, observe, draw conclusions from observation. He knows various electronic resources where there are simulations of natural phenomena that are not actually observable in the children's environment. Can use standard electronic resources, applications and simulations to explain natural phenomena and processes. He is active in class, he discusses. usually answers questions correctly, presents less original but correct solutions. He has above average results.
C more than 74% and less than 84%:
The student has a good command of basic definitions and knows how to characterize the most important natural science phenomena, which are also applicable in pre-primary education or in leisure activities. He knows well the methods of conveying natural science concepts and phenomena at the level of children of preschool and younger school age. However, his ability to analyse teaching aids, methods used in science education and to reflect didactically on the process of science education is borderline. Can find improvised means to demonstrate natural phenomena and procedures and concepts. He can integrate science knowledge into various educational activities and into an interest activity in the school club. He can evaluate the presence of misconceptions and use it appropriately when developing natural science knowledge. He pays attention to developing the ability to cooperate, observe, draw conclusions from observation. He knows various electronic resources where there are simulations of natural phenomena that are not actually observable in the children's environment. Can use standard electronic resources, applications and simulations to explain natural phenomena and processes. He is less active in class, usually answers questions correctly, presents standard correct solutions. The student does regular reliable work.

D more than 66% and less than 74% The student masters the basic definitions and understands the most important natural science phenomena, which are also applicable in pre-primary education or in leisure activities. The student has satisfactory results. At an acceptable level, he knows the methods of conveying natural science concepts and phenomena at the level of preschool and younger school-aged children. He can integrate natural science knowledge into various educational activities and into an interest activity in the school club. He can use standard teaching materials to explain natural phenomena and processes, but the ability to analyse teaching aids, methods used in science education and the ability to drastically reflect on the process of science education is partially absent. Can find improvised means to demonstrate natural phenomena and procedures and concepts. He can evaluate the presence of misconceptions and use it appropriately when developing natural science knowledge. He pays attention to developing the ability to cooperate, observe, draw conclusions from observation. He knows various electronic resources where there are simulations of natural phenomena that are not actually observable in the children's environment. Can use standard electronic resources, applications, and simulations to explain natural phenomena and processes. He is passive in class, answers questions with minor mistakes that he can correct himself, presents standard solutions with minor mistakes.
E more than 60% and less than 66%
The student understands the most important natural science phenomena that are also applicable in pre-primary education or in leisure activities. He/she is sufficiently familiar with the methods of conveying natural science concepts and phenomena at the level of children of preschool and younger school age. Can use standard teaching materials to explain natural phenomena and processes. Its results meet the minimum criteria. His ability to analyse teaching aids, methods and didactically reflect on the process of science education is largely absent. Can find improvised means to demonstrate natural phenomena and procedures and concepts. He can integrate natural science knowledge into various educational activities and into an interest activity in the school club. He can evaluate the presence of misconceptions and use it appropriately when developing natural science knowledge. He pays attention to developing the ability to cooperate, observe, draw conclusions from observation. He knows various electronic resources where there are simulations of natural phenomena that are not actually observable in the children's environment. Can use standard electronic resources, applications, and simulations to explain natural phenomena and processes. He is passive in class, answers questions with minor errors, presents standard solutions with minor errors.
Fx less than 60%
This evaluation is given to the student if he does not meet even the lowest requirements and does not reach the minimum number of points from the individual requirements for completing the course. More extra work is required.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The student should be able to master the definitions or description of basic natural science terms and the most significant natural science phenomena that are also applicable in pre-primary education or in leisure activities. Get familiar with the methods and forms of conveying natural science concepts and phenomena at the level of children of preschool and younger school age. The student should be able to choose suitable improvised means for demonstrating natural phenomena, procedures, and concepts, integrate natural science knowledge into various educational activities and into an interest activity in the school club. He will get to know various electronic resources where there are simulations of natural phenomena that cannot be observed realistically in the children's environment. He can evaluate the presence of misconceptions and use it appropriately when developing natural science knowledge. He cares about developing the ability to collaborate, observe, draw conclusions, and prove his claims derived from observation.

Learning outcomes: Knowledge:
• knows the definitions or description of basic natural science concepts and the most important natural science phenomena, which are also applicable in pre-primary education or in leisure activities
• knows physical units even outside the SI system
• knows the principles of safety when working with natural products, chemicals, etc.
• knows the safety principles of working with electrical devices
• has acquired theoretical knowledge in the field of anatomy and physiology of plants, animals and humans, as well as in the field of inanimate nature corresponding to the current state of knowledge, which he can effectively apply and integrate into educational activities in his educational practice
• has acquired theoretical knowledge about the way of life of plants and animals, their function in different ecosystems, has knowledge about selected representatives of the plant and animal kingdom, which can be integrated into various educational activities in pre-primary education or in leisure activities in accordance with valid documents
• has knowledge in the field of environmental protection
• has knowledge in the field of human health protection and healthy lifestyle
• has mastered knowledge of the theory and methodology of developing the natural science knowledge of children of preschool and younger school age
Skills:
• can demonstrate a science experiment
• can use a digital whiteboard
• can plan and implement a walk
• can assemble available demonstration aids
• can plan and implement an educational activity in the field of natural sciences
• knows how to clearly, comprehensibly, and expertly present knowledge from the field of natural science
• can prepare and compile own teaching material
• can create his own portfolio of activities for various topics of science education
Abilities:
• is able to choose appropriate activities and choose suitable improvised means to demonstrate natural phenomena, procedures and concepts
• is able to integrate natural science knowledge into various educational activities and into an interest activity in the school club
• the student is able to analyse appropriate teaching forms, methods and means when planning science education
• is able to use Internet resources and electronic teaching materials, e.g., applications on the digital board,
• demonstrates the ability to collaborate, observe, draw conclusions, and prove
• is able to identify children's naive conceptions and guide them
• is able to identify misconceptions and decide on the course of correction
• is able to use a wide range of activating methods in science education
• is able to navigate the professional literature and teaching materials available for science education at a specific level of education
• is able to orientate, critically evaluate and, in the process of planning and implementing activities, use and work with popular educational literature focused on to the natural science area
• can navigate and work with legislative and curricular documents and can use them when planning science education

Class syllabus:
Course outcomes of subject (content):

- Science literacy and its development in pre-primary science education and science interest activities. STEM and science education. Environmental education.
- Constructivism. Preconceptions and their diagnosis. Children's interpretation of some concepts from the natural science field, their analysis, observation, and children's naive theories. Goals and content of pre-primary science education and science interest activities. Children's motivation for science education. The personality of the teacher in science education.
- Material and non-material teaching aids in pre-primary science education and science interest activities. Research activity. Walk, Project method. Activating methods. Analysis of the content of science education in kindergarten based on valid documents.
- Animate and inanimate nature. Water. The air. Soil. Weather and its elements. Seasons. The climate. The nature of Slovakia. The universe. The earth. The sun. A month. Solar system. Environmental Protection. Ecology. Ecosystems.
- Morphology and physiology of plants. Plants and their environment. Utility plants and ornamental plants (Cereals, Fruits, Vegetables, Medicinal plants, Honey plants, Garden, and meadow flowers). Mushrooms.
- Morphology and physiology of animals. Animals and their environment. Cubs. Pets.
- Human anatomy and physiology. (Movement system, Supportive system, Respiratory system, Digestive system, Circulatory system, Senses) Health and healthy lifestyle. Food sources.
- Physical phenomena: light, heat, sound, magnetism, electricity, methods of getting to know these phenomena based on empirical experience. Activities to identify manifestations of these phenomena, e.g., creation of a simple instrument for the transmission of sound, observation of decomposition, reflection, or refraction of light on various materials, (glass, water, translucent paper), manifestations of heat, safety, manifestations of magnetism, demonstration of the presence of a magnetic field, manifestations of electrical energy, use.
- Physical quantities: volume, time, weight, length, force, possibilities of comparison and measurement with own scales, creation of tools for comparison and measurement.
- Properties of substances: air, water, metal, plastic, natural materials (wood, cotton, wool), state, changes of substances under the influence of weather.
- Presentation of projects

Recommended literature:

Odporúčaná literatúra:
MŠVVaŠ SR: Štátny vzdelávací program pre predprimárne vzdelávanie
MŠVVaŠ SR: Inovovaný štátny vzdelávací program
Pracovné listy pre predprimárne vzdelávanie
COUFALOVÁ, J. PROJEKTOVÉ VYUČOVÁNÍ pro první stupeň základní školy.FORTUNA: Praha, 2006. ISBN 80-7168-958-0
FUCHSOVÁ, M., ADAMKOVÁ, M., PIRHÁČOVÁ LAPŠANSKÁ, M., 2020. Uses of augmented reality in biology education. In: Augmented reality in educational settings. 1. vyd., Leiden: Brill, 2020, S. 168-194, ISBN 978-90-04-40883-8. Registrované v wos
KOLLÁRIKOVÁ, Z., PUPALA, B. Předškolní a primární pedagogika/Predškolská a elementárna pedagogika. Praha: Portál, 2001. ISBN 978-80-7367-828-9
ŠMELOVÁ, E., PRÁŠILOVÁ, M. a kol. Didaktika predškolního vzdělávaní.Portál, s.r.o.:Praha, 2018. ISBN 978-80-262-1302-4
TUREK, I. Inovácie v didaktike. Bratislava: Metodicko-pedagogické centrum, 2005. ISBN 80-8052-230-8
ŽOLDOŠOVÁ, K. Implementácia konštruktivistických princípov prírodovedného vzdelávania do školských vzdelávacích programov MŠ a 1. stupňa ZŠ. Rokus: Prešov, 2010. ISBN 978-80-89510-00-9

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 841

A	ABS	B	C	D	E	FX
41,26	0,0	25,56	17,0	8,2	7,02	0,95

Lecturers: Mgr. Martin Droščák, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde231/22	Numbers and operations

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week seminar, total 22 hours per semester, combined form; (primarily full-time)
Student workload:
22 hours of direct teaching; 28 hours of preparation of intermediate assignments; 40 hours of preparation for intermediate tests. Total 90 hours of student work.
Learning methods: explanation, problem solving, argumentation, project development and presentation.
Credits: 3
Recommended semester/trimester of study: 2-3.semester
Level of study: 1st

Number of credits: 3

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The student will be evaluated continuously through orientation tests (60 points total) a group project (40 points). The tests test the student's deeper theoretical knowledge of natural numbers and operations with natural numbers, and the ability to solve problems. The student is evaluated for correctness and accuracy in solving the problems. The group project tests the student's ability to elaborate on a topic in the history of number notation, compare different algorithms for basic operations, analyze electronic algorithms for operations, design simple proofs of properties of operations using representations, and work collaboratively in a team to complete the assignment. Quality of sources used, scientific accuracy, originality and presentation of results are assessed.
Evaluation
A 94 -100
The student knows the basic definitions, rules and can prove them. Understands the concept of number and can state at least one mathematical definition. Quickly solves operations in the non-decimal number system, understands algorithms for operations, and can make tests of correctness. Can find analogies between algorithms in decimal and non-decimal number systems or differences between algorithms. Can locate historical documents on numbers and number systems, understands

the meaning of different number systems in use today and the advantages of the decimal position system. According to the assignment, can decide on an appropriate algorithm for solving and on applying appropriate rules to simplify the computation; can also apply these procedures on a calculator. He is active in class, calculates accurately and comes up with original solutions.
B more than 84% and less than 94%
The student knows the basic definitions, rules and can prove at least the most important rules that have application in primary mathematics. Understands the concept of number and can state at least one mathematical definition. Fluently solves addition and subtraction operations in the non-decimal number system, understands algorithms for operations, and can make tests of correctness. Can find analogies between algorithms in decimal and non-decimal number systems or differences between algorithms. According to the assignment, can decide on the appropriate algorithm for the solution and on the application of appropriate rules to simplify the computation can also apply these procedures on the calculator. In class, calculates correctly but does not produce original solutions.
C more than 74% and less than 84% :
The student knows the basic definitions, rules and can prove at least the commutative associative and distributive laws. Understands the concept of number and can formulate at least a characterization of the concept in his/her own words. Solves addition and subtraction operations promptly even in the non-decimal number system, understands the algorithms of the operations, can make tests of correctness. Can find analogies between algorithms in decimal and non-decimal number systems. Knows the relationships between operations and can use them in standard problems to simplify computation, including on a calculator. In lessons he is less active when challenged to calculate correctly or with minor errors which he can correct himself.
D more than 66% and less than 74%
Student's knowledge of basic definitions and relationships is only intuitive; he/she has uncertainty in proving the most important rules (commutative, associative and distributive laws). Fluently solves addition and subtraction operations in the decimal system but has difficulty in the non-decimal number system. Understands algorithms for operations with blanks but can make tests of correctness. . Knows the relationships between operations and can use them in standard problems to simplify computation, including on a calculator. He is rather passive in lessons, and when challenged, he calculates with minor errors which he can correct himself.
E more than 60 % and less than 66 %
Student's knowledge of basic definitions and relationships is only intuitive; he/she is uncertain about proving the most important rules (commutative, associative, and distributive laws). Fluently solves addition and subtraction operations in the decimal system but has difficulty in the non-decimal number system. Understands algorithms for operations with blanks but can make tests of correctness. . Knows the relationships between operations and can use them in standard problems to simplify computation, including on a calculator. He is rather passive in lessons, and when challenged, he calculates with minor errors which he can correct himself.
Fx less than 60: a student receives this grade if he/she fails to meet even the minimum requirements.

Learning outcomes:
Learning objectives:
The aim of the course is to acquire knowledge of number theory, which is necessary for a deeper understanding of the concept of natural number. The student is expected to understand the mathematical foundations of basic number operations in general, prove properties of operations, and master several algorithms for these operations. The student understands the principle of algorithms for basic operations, is able to demonstrate with examples in the non-decimal number system, and is able to select appropriate strategies to simplify more complex calculations. Is able to discover analogies or differences between different algorithms of operation.
Learning outcomes

Knowledge: definitions of natural number, notation of number in different number systems, definitions of basic numerical operations, properties of operations and their proofs, mastery of several algorithms of these operations, algorithms of basic operations, in the non-decimal number system, .
Skills: counting strategies according to algorithms, use electronic counting tools, correct an error, perform a correctness check.
Competencies: discover and use analogies and differences of counting in different number systems, accept responsibility for own solution, prove correctness of claim, discover, verify and apply relationships between number systems, suggest alternative shapes for digits in the non-decimal system, locate and evaluate historical data on numbers counting in different number systems.

Class syllabus:

Course content:
1. Characteristics of the decimal number system, number notation in decimal and non-decimal systems, historical number systems.
2. Definition of natural numbers as cardinal numbers, ordinal numbers , Peano set
3. Definitions of sum of natural numbers.
4. Operation of subtraction both as inverse operation and as independent operation. Properties of addition and subtraction.
5. Algorithms of addition and subtraction in decimal and non-decimal systems. Memory written, and electronic algorithms, historical algorithms.
Intermediate test on topics 1-5
6. Definitions of products of natural numbers. The operation of division as the inverse operation to multiplication, properties of multiplication and division, fractions and division.
7. Algorithms for multiplication and division in the decimal system. Memory written, and electronic algorithms.
8. Counting strategies on the calculator Use of the four basic operations with natural numbers in numerical and word problems, counting strategies
Intermediate test on topics 6-8
9. Non-traditional multiplication-division algorithms, multiplication in the non-decimal system, historical multiplication and division algorithms
1. 10. Presentation and defence of projects.

Recommended literature:

Compulsory/Recommended readings:
LIPKOVÁ, PETRÍK: Základy elementárnej aritmetiky. PdF Prešov,
PARTOVÁ, Edita: Prirodzené čísla. - 1. vyd. - Bratislava : ASCO Art & Science, 2002. - 74 s. ISBN 80-88820-25-

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 769

A	ABS	B	C	D	E	FX
40,7	0,0	27,7	17,3	6,89	5,33	2,08

Lecturers: Mgr. Angelika Schmid, PhD.

Last change: 22.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde231/22	Numbers and operations

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week seminar, total 22 hours per semester, combined form; (primarily full-time)
Student workload:
22 hours of direct teaching; 28 hours of preparation of intermediate assignments; 40 hours of preparation for intermediate tests. Total 90 hours of student work.
Learning methods: explanation, problem solving, argumentation, project development and presentation.
Credits: 3
Recommended semester/trimester of study: 2-3.semester
Level of study: 1st

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The student will be evaluated continuously through orientation tests (60 points total) a group project (40 points). The tests test the student's deeper theoretical knowledge of natural numbers and operations with natural numbers, and the ability to solve problems. The student is evaluated for correctness and accuracy in solving the problems. The group project tests the student's ability to elaborate on a topic in the history of number notation, compare different algorithms for basic operations, analyze electronic algorithms for operations, design simple proofs of properties of operations using representations, and work collaboratively in a team to complete the assignment. Quality of sources used, scientific accuracy, originality and presentation of results are assessed.
Evaluation
A 94 -100
The student knows the basic definitions, rules and can prove them. Understands the concept of number and can state at least one mathematical definition. Quickly solves operations in the non-decimal number system, understands algorithms for operations, and can make tests of correctness. Can find analogies between algorithms in decimal and non-decimal number systems or differences between algorithms. Can locate historical documents on numbers and number systems, understands

the meaning of different number systems in use today and the advantages of the decimal position system. According to the assignment, can decide on an appropriate algorithm for solving and on applying appropriate rules to simplify the computation; can also apply these procedures on a calculator. He is active in class, calculates accurately and comes up with original solutions.
B more than 84% and less than 94%
The student knows the basic definitions, rules and can prove at least the most important rules that have application in primary mathematics. Understands the concept of number and can state at least one mathematical definition. Fluently solves addition and subtraction operations in the non-decimal number system, understands algorithms for operations, and can make tests of correctness. Can find analogies between algorithms in decimal and non-decimal number systems or differences between algorithms. According to the assignment, can decide on the appropriate algorithm for the solution and on the application of appropriate rules to simplify the computation can also apply these procedures on the calculator. In class, calculates correctly but does not produce original solutions.
C more than 74% and less than 84% :
The student knows the basic definitions, rules and can prove at least the commutative associative and distributive laws. Understands the concept of number and can formulate at least a characterization of the concept in his/her own words. Solves addition and subtraction operations promptly even in the non-decimal number system, understands the algorithms of the operations, can make tests of correctness. Can find analogies between algorithms in decimal and non-decimal number systems. Knows the relationships between operations and can use them in standard problems to simplify computation, including on a calculator. In lessons he is less active when challenged to calculate correctly or with minor errors which he can correct himself.
D more than 66% and less than 74%
Student's knowledge of basic definitions and relationships is only intuitive; he/she has uncertainty in proving the most important rules (commutative, associative and distributive laws). Fluently solves addition and subtraction operations in the decimal system but has difficulty in the non-decimal number system. Understands algorithms for operations with blanks but can make tests of correctness. . Knows the relationships between operations and can use them in standard problems to simplify computation, including on a calculator. He is rather passive in lessons, and when challenged, he calculates with minor errors which he can correct himself.
E more than 60 % and less than 66 %
Student's knowledge of basic definitions and relationships is only intuitive; he/she is uncertain about proving the most important rules (commutative, associative, and distributive laws). Fluently solves addition and subtraction operations in the decimal system but has difficulty in the non-decimal number system. Understands algorithms for operations with blanks but can make tests of correctness. . Knows the relationships between operations and can use them in standard problems to simplify computation, including on a calculator. He is rather passive in lessons, and when challenged, he calculates with minor errors which he can correct himself.
Fx less than 60: a student receives this grade if he/she fails to meet even the minimum requirements.

Learning outcomes:
Learning objectives:
The aim of the course is to acquire knowledge of number theory, which is necessary for a deeper understanding of the concept of natural number. The student is expected to understand the mathematical foundations of basic number operations in general, prove properties of operations, and master several algorithms for these operations. The student understands the principle of algorithms for basic operations, is able to demonstrate with examples in the non-decimal number system, and is able to select appropriate strategies to simplify more complex calculations. Is able to discover analogies or differences between different algorithms of operation.
Learning outcomes

Knowledge: definitions of natural number, notation of number in different number systems, definitions of basic numerical operations, properties of operations and their proofs, mastery of several algorithms of these operations, algorithms of basic operations, in the non-decimal number system, .
Skills: counting strategies according to algorithms, use electronic counting tools, correct an error, perform a correctness check.
Competencies: discover and use analogies and differences of counting in different number systems, accept responsibility for own solution, prove correctness of claim, discover, verify and apply relationships between number systems, suggest alternative shapes for digits in the non-decimal system, locate and evaluate historical data on numbers counting in different number systems.

Class syllabus:

Course content:
1. Characteristics of the decimal number system, number notation in decimal and non-decimal systems, historical number systems.
2. Definition of natural numbers as cardinal numbers, ordinal numbers , Peano set
3. Definitions of sum of natural numbers.
4. Operation of subtraction both as inverse operation and as independent operation. Properties of addition and subtraction.
5. Algorithms of addition and subtraction in decimal and non-decimal systems. Memory written, and electronic algorithms, historical algorithms.
Intermediate test on topics 1-5
6. Definitions of products of natural numbers. The operation of division as the inverse operation to multiplication, properties of multiplication and division, fractions and division.
7. Algorithms for multiplication and division in the decimal system. Memory written, and electronic algorithms.
8. Counting strategies on the calculator Use of the four basic operations with natural numbers in numerical and word problems, counting strategies
Intermediate test on topics 6-8
9. Non-traditional multiplication-division algorithms, multiplication in the non-decimal system, historical multiplication and division algorithms
1. 10. Presentation and defence of projects.

Recommended literature:

Compulsory/Recommended readings:
LIPKOVÁ, PETRÍK: Základy elementárnej aritmetiky. PdF Prešov,
PARTOVÁ, Edita: Prirodzené čísla. - 1. vyd. - Bratislava : ASCO Art & Science, 2002. - 74 s. ISBN 80-88820-25-

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 769

A	ABS	B	C	D	E	FX
40,7	0,0	27,7	17,3	6,89	5,33	2,08

Lecturers: Mgr. Angelika Schmid, PhD.

Last change: 22.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPde009/22	**Course title:** Pedagogical propedeutics

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information

Course completion requirements:
Intermediate/final evaluation weight: 0/100
At the end of the semester in the assessment week, the student will be assessed on a written test worth 100 points of the knowledge gained throughout the semester.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60 % of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding results): the student has an excellent command of the laws and principles of education, training and learning of children, young people and adults, can respond promptly and spontaneously during lectures to the teacher's prompts, the student is self-initiative and asks questions in the context of the subject matter. The student participates to some extent in the design of the teaching, bringing in his/her own experiences and insights from practice. The student has a systematic, coherent and comprehensive body of knowledge in the specialised area, including knowledge and understanding of relationships to other parts of the discipline and to related disciplines.
B (90-81%, very good - above average standard): the student has mastered the laws and principles of education, upbringing and learning of children, adolescents and adults with minor deficiencies, has acquired key competences, can respond promptly during lectures to the teacher's prompts, the student is self-initiative and asks questions in the context of the problem being addressed.
C (80-73%, good - normal reliable work): the student knows the laws and principles of education, training and learning of children, young people and adults at an average, i.e. good, level, has acquired key competences, can respond during lectures to the teacher's prompts. The student himself is not proactive, does not ask questions in the context of the problem addressed.
D (72-66%, satisfactory - acceptable results): the student has a satisfactory level of mastery of the material. Although he/she has some gaps in the theory, he/she cannot apply it to practical experiences. He is not active during teaching, does not bring new ideas, takes the role of a passive observer. He accepts the learning as the teacher conveys it to him. Memorization, as opposed to critical thinking, is more prevalent in the student.
E (65-60%, sufficient - the results meet the minimum criteria): the student has only minimal knowledge of the laws and principles of education and learning of children, youth and adults, does not respond to the teacher's instructions and prompts almost at all, the student himself is not proactive and does not ask questions in the context of the problem being addressed. The student is not able to orientate himself in a wide range of concepts related to the theoretical foundations of pedagogy.

Fx (59-0%, Insufficient - extra work required): awarded if the student fails to attend the regular assessment date without giving a reason or if the student fails to meet the required level of the final assessment. The student has not mastered the knowledge and skills to the extent that would enable him/her to meet at least the minimum criteria for a passing grade.

Number of credits: 3

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:

Course completion requirements:
Intermediate/final evaluation weight: 0/100
At the end of the semester in the assessment week, the student will be assessed on a written test worth 100 points of the knowledge gained throughout the semester.
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60 % of the marks must be obtained.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding results): the student has an excellent command of the laws and principles of education, training and learning of children, young people and adults, can respond promptly and spontaneously during lectures to the teacher's prompts, the student is self-initiative and asks questions in the context of the subject matter. The student participates to some extent in the design of the teaching, bringing in his/her own experiences and insights from practice. The student has a systematic, coherent and comprehensive body of knowledge in the specialised area, including knowledge and understanding of relationships to other parts of the discipline and to related disciplines.
B (90-81%, very good - above average standard): the student has mastered the laws and principles of education, upbringing and learning of children, adolescents and adults with minor deficiencies, has acquired key competences, can respond promptly during lectures to the teacher's prompts, the student is self-initiative and asks questions in the context of the problem being addressed.
C (80-73%, good - normal reliable work): the student knows the laws and principles of education, training and learning of children, young people and adults at an average, i.e. good, level, has acquired key competences, can respond during lectures to the teacher's prompts. The student himself is not proactive, does not ask questions in the context of the problem addressed.
D (72-66%, satisfactory - acceptable results): the student has a satisfactory level of mastery of the material. Although he/she has some gaps in the theory, he/she cannot apply it to practical experiences. He is not active during teaching, does not bring new ideas, takes the role of a passive observer. He accepts the learning as the teacher conveys it to him. Memorization, as opposed to critical thinking, is more prevalent in the student.
E (65-60%, sufficient - the results meet the minimum criteria): the student has only minimal knowledge of the laws and principles of education and learning of children, youth and adults, does not respond to the teacher's instructions and prompts almost at all, the student himself is not proactive and does not ask questions in the context of the problem being addressed. The student is not able to orientate himself in a wide range of concepts related to the theoretical foundations of pedagogy.
Fx (59-0%, Insufficient - extra work required): awarded if the student fails to attend the regular assessment date without giving a reason or if the student fails to meet the required level of the final

assessment. The student has not mastered the knowledge and skills to the extent that would enable him/her to meet at least the minimum criteria for a passing grade.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
The knowledge of pedagogy serves as a theoretical basis for the guidance (management) of other educational processes. Students will acquire adequate and up-to-date theoretical knowledge of the overall picture of pedagogy - the science of education (upbringing and education). They will get acquainted with the system (structure) of pedagogical science, they will clarify the basic pedagogical terminology, which is necessary for the acquisition of further propedeutic experience with pedagogical sciences in the framework of their studies. They will learn about the interdisciplinary aspects of education, its aims and objectives. Students will be able to explain education from their specific point of view, to analyse the different aspects of this complex phenomenon, which is fundamentally important for the development of human personality, its "functioning", life with people, with oneself. They will acquire knowledge about the current school educational system in the Slovak Republic, starting with the characteristics of kindergartens, up to special-purpose school establishments. Students will also gain up-to-date information on various educational aspects by presenting knowledge from the latest publications on education.
They will apply pedagogical knowledge about education in many spheres of social life in the dissemination of new knowledge, where the cultural, social and educational function of educational science is applied. In teaching, emphasis will be placed on the rich practical application of pedagogical theory in education in the family, in school, in educational, cultural, sporting and other institutions, in churches, wherever education has its place.
Students will also acquire and develop their propedeutic competences through digital technologies, which will be part of the teaching process.

Class syllabus:

Course outcomes of subject (content):
The curriculum of the course is designed so that after its practical teaching students will be able to apply theoretical knowledge to other theoretical and practical subjects that will be an essential part of their further studies at the Faculty of Education, or part of their later pursuit of a teaching profession.
In order to acquire quality professional competence, it is essential for the future pedagogical worker to have knowledge of pedagogy, specifically in the field of education, pedagogical procedures and principles, to have acquired concepts such as education, the goals of education and training, to know the types of learning, abilities and personality traits.
The overall picture of the subject Propedeutics of Pedagogy will be completed by a brief presentation of the subject "Pedagogy as a science", where students will understand the processes of the emergence of new pedagogical disciplines and the creation of new pedagogical theory.
- Pedagogy, the system of pedagogical science. Definition of basic pedagogical concepts. Historical development of pedagogy. Influence of philosophical trends on pedagogy. Pedagogy as a social science discipline. The subject of pedagogy. Pedagogy in the 21st century. The use of pedagogy in school and non-school spheres. Sources of pedagogy (historical, material, oral, written). The student will use the acquired knowledge in other teaching subjects in his/her further studies at the Faculty of Education. As part of the acquired knowledge, the student will reflect on his/her previous preparation for the teaching profession (e.g. in secondary vocational education) and demonstrate the achievement of competences in the form of his/her own claims, opinions and experiences.
- Philosophical, psychological, sociological aspects of education and training. A brief historical cross-section of philosophical perceptions of education. The psychological nature of educational phenomena. The influence of the environment on education and upbringing. Typology of the

environment (microenvironment, macroenvironment). The acquired knowledge of the student can have a more complex character if it is appropriately incorporated into the planning, implementation and evaluation of the further educational process.
- Auxiliary sciences in pedagogy. Horizontal and vertical division of pedagogical sciences. Division from the point of view of the educational institution. Breakdown in terms of individual disciplines. Breakdown from an integrative point of view. Breakdown in terms of constitutionality. The student enriches his theoretical base and fulfills the practical part with a new cognitive system and structures of educational sciences, which consists of a large number of different branches and sections. The student connects his/her knowledge with the different branches dealing with education, which consists in the exchange of information with other related auxiliary sciences.
- Basic, applied and borderline pedagogical disciplines. Relationship of pedagogy to other sciences. Emerging pedagogical disciplines (ethnopedagogy, family pedagogy, museum pedagogy, etc.).
- Pedagogical terminology - basic pedagogical categories - upbringing, education, education, educational factors (endogenous and exogenous), principles and principles. Knowledge, skills, habits, abilities. The student becomes familiar with basic pedagogical terminology and will use the theoretical knowledge acquired in this subject in the following years of study at the Faculty of Education, also in preparation for his/her future teaching profession. The student will understand the importance of constantly updating this knowledge in view of the relatively rapid development of pedagogical disciplines.
- The specifics of pedagogy and their manifestations in the approach to different types of education in terms of the age of the educants. Problems of pedagogy (in particular pedagogical areas)
as perceived by the public and experts. The student will be able to express his/her knowledge on the basis of his/her own practical experience will want, or may realize the pending problems and dilemmas that education and education do not neglect.
- Educational Theory. Goals and tasks of education (cognitivization, emotionalization, motivation, socialization, communication, axiologization, creaticization). Education as purposeful development of psychological processes, functions and personality traits. Styles of education. Self-education. Goals and tasks of education. Relationship between education and education. Education as a process of deliberate and organized acquisition of knowledge, attitudes, etc. Self-education.
- Learning, types of learning. Learning as a purposeful process of acquiring knowledge and understanding. Types of learning (sensorimotor, verbal, conceptual, imitation, conditioning, social learning, problem-solving learning). Teaching as a process of interaction between two subjects: the teachers and (teacher, lecturer, instructor, educator) and one or a group of learners. The student acquires, develops and adequately uses knowledge, skills and key competences in the course of learning. It is informed by the child/student's ability to learn, that is, the individual way in which learning processes (acquisition, retention and storage of information in memory) take place.
- Personality in the process of upbringing and education. The profession of teacher and educator. Education of a pedagogical worker, requirements for him. Competences. The educated individual. Internal and external conditions, psychological and physical prerequisites. The student will understand that from the educator's point of view having competence means that a person possesses a set of interrelated knowledge, skills, abilities and attitudes that enables him/her to successfully cope with various life (personal, professional, social) situations. The student will be adequately oriented in a certain natural situation, react appropriately and subsequently activate appropriate action, take a beneficial attitude.
- School educational system in the Slovak Republic. Schools (kindergartens, primary, secondary, higher, language and special schools). School educational establishments. Educational establishments (school children's clubs, school interest activity centres, leisure centres, youth homes and open-air schools). Special educational establishments (educational prevention establishments and foster care establishments). Counselling establishments (pedagogical-

psychological counselling centres and special-educational counselling establishments). Interest-educational establishments (language school, state language school and stenography school). Thus, students discuss, for example, how schools contribute to raising the educational level of the nation, how school educational facilities affect the quality of their lives.
- Pedagogy as a science. Discussion of what is and what is not science. Specific methods of pedagogy. Science, scientific communication. An example of the establishment of a new pedagogical discipline. Communication in and about science. Forms of communication within the scientific community. Popularisation of science. The student examines the changes and analyses the findings brought about by pedagogy as a scientific discipline and seeks connections with the needs of society (educated and learning) in the context of the emergence of new pedagogical disciplines. The student identifies the possibilities of implementing science in the field of education and training, or proposes solutions for its popularization.

Recommended literature:

Odporúčaná literatúra:
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. 2006. Úvod do pedagogiky. Bratislava : Enigma.
KRATOCHVÍLOVÁ, E. a kol. 2007. Úvod do pedagogiky. Trnava : PdF, Trnavská univerzita.
MANNIOVÁ, J. 2004. Kapitoly z pedagogiky I. Bratislava : Luskpress.
PRŮCHA, J, WALTEROVÁ, E., MAREŠ, J. 2003. Pedagogický slovník. Praha : Portál.
PRŮCHA, J. 2017. Moderní pedagogika. 6. vydanie. Praha : Portál.
SIROTOVÁ, M., VANIŠ, L., RUČKOVÁ, G. 2011. Úvod do pedagogiky. Trnava : Univerzita sv. Cyrila a Metoda.

Languages necessary to complete the course:

Slovak language and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 833

A	ABS	B	C	D	E	FX
33,01	0,0	31,93	18,25	9,72	5,88	1,2

Lecturers: doc. PaedDr. Mária Belešová, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde017/22	Physical education in pre-primary and leisure time education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
5 hours lecture + 5 hours seminar, total 10 hours per semester, combined form (primarily distance learning).
Student workload: 10 hours of direct instruction; 12 hours of student preparation for seminars/self-study; 18 hours of seminar paper preparation; 20 hours of project presentation preparation; 60 hours of literature analysis and preparation for final evaluation. A total of 120 hours of student work.
Methods of education: Lecture; explanation; discussion and interaction of the teacher with the students on the topic under discussion; teaching based on practical experience; group work method; method of independent work of students; method of practical exercise; method of guidance and accompaniment of movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination abilities, method of developing joint mobility and flexibility in physical education in pre-primary and leisure-time education.
Credits: 4
Recommended semester: 4.-5. semester
Degree of study/educational level: 1st

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. During the semester, the student will submit a term paper (preparation of a physical education class) worth 20 points. In addition, the student will complete a project presentation focused on a physical exercise learning activity worth 30 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points of the knowledge acquired throughout the semester.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-(excellent), the student has an excellent command of theoretical knowledge of didactics of physical education in pre-primary education and can apply them to practical activities, the student can react promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the problem addressed, the student is able to present at a high level the teaching of a physical education lesson, the student's oral and written expression is correct, correct, grammatically flawless and creative.
B-(very good), the student has a very good knowledge of the theoretical knowledge of didactics of physical education in pre-primary education and can apply it to activities with minor deficiencies, the student can respond well during lectures to the teacher's questions and tasks, the student is active and proactive and responds to questions on the problem addressed, the student can present the teaching of a physical education lesson very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his/her activities are of good quality, with minor shortcomings.
C-(good), the student has a good knowledge of the theoretical knowledge of the didactics of physical education in pre-primary education and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the solved problem with minor problems, he/she can present well the teaching of the physical education lesson with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.
D-(satisfactory), the student has a satisfactory knowledge of theoretical knowledge of didactics of physical education in pre-primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present the teaching of a physical education lesson at a satisfactory level with shortcomings, the student's oral and written expression has some inaccuracies and also major shortcomings.
E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of didactics of physical education in pre-primary education, which is at a weak level and with difficulties he/she can apply it to practical activities, he/she responds to the teacher's challenges with inaccuracies, the student himself is not active and initiative, he does not ask questions on the problem addressed, the student can present the teaching of the physical education lesson at a very weak level with major shortcomings, the student's oral and written expression has more serious inaccuracies and shortcomings.
Fx-(deficient), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire adequate theoretical knowledge and practical skills related to the profession of pre-primary education teacher in educational activities focused on physical exercises, movement games. Students have acquired knowledge of the educational area of Health and Movement, where they are able to design and implement educational activities focused on physical exercises, movement games and exercises in leisure-time education. They will expand their knowledge in connection with didactical reasoning and reflecting on the subjects and objects of

the teaching process. They will know the psychomotor and social development and developmental peculiarities of the pre-school child, which they will be able to apply to the physical education process, respecting the intensity of the load in relation to children's health and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in educational and administrative activities in connection with physical activities. Students will acquire the competences of teacher's work in the field of organisation and management of educational activities focused on physical exercises and movement games at school and in extracurricular sports organisations. Students will be able to think in contexts that they will be able to develop in different situations that arise in connection with different physical activities. Students are able to argue and defend their practice taking into account the wider societal implications in relation to physical education. Students are able to identify and evaluate the ethical, social and other contexts of issues addressed in physical education in pre-primary education. They will be able to link theoretical knowledge of physical education in pre-primary and leisure education to practice.

Class syllabus:

Course outcomes of subject (content):

The curriculum of the course is designed so that after its practical teaching students are able to apply the theoretical knowledge to the practical context of the teaching profession in physical education in pre-primary education. Students master the professional content of the lectures and from the practical parts of the lessons of the subject they have acquired the terminology of physical exercises. They are familiar with appropriate methods of pedagogical research to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in pre-primary education. Students are able to expand their knowledge, competences and skills in physical education in pre-primary and leisure education. They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the course Physical Education in Pre-primary and Leisure Education will enable them to create the foundations of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving the project for the preparation of teaching a physical education lesson in kindergarten (educational activity focused on physical exercises). They will be professionally and methodologically competent to teach the subjects of the educational area of Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process of pre-primary educational activities focused on physical exercises and games for preschool children.

- Introduction to the issues of Physical Education in pre-primary and leisure education. The educational area of Health and Movement in the framework of the curriculum for pre-primary education in kindergartens. Background and objectives of the educational area of Health and Movement. Presentation of its three sub-areas with application to students' practical activities. 2. Hygiene and self-care activities. 3. Sub-area Movement and physical fitness.
- Warm-up options and the use of the most well-known stretching methods in the context of educational activities focused on physical exercise in preschool children. Methods of stretching: 1. The method of permanent - multiphase stretching (B. Anderson's Static Method). 2. The method of postisometric stretching - dilation, which can also be referred to as the method of initial stretching followed by stretching (Sölverbern's Method). 3. the method of intermittent stretching - PNF (Holt's 3S method - for stretching we use our own weight or the weight and strength of an auxiliary exerciser or tool). 4. the method of dynamic stretching - appropriately alternating contraction and dilatation of the muscle. Why practice stretching - the main reasons. Advice for safe stretching. The division of stretching exercises according to different parts of the body: Stretching of the neck and trapezius muscles. Stretching of the muscles of the upper limbs. Stretching of back muscles. Stretching

of the chest muscles (pectoral muscles). Stretching of the muscles of the lower limbs. Examples of stretching exercises focusing on different parts of the body of preschool children. Illustrative practical demonstrations of stretching and their implementation in the students' practical activities.
- Terminology of physical exercises (gym terminology) in movement education of pre-primary education. Through the terms (technical names), an accurate idea of the position, of the movement, of the exercise form is formed. Individual positions and movements are expressed through prefixes and suffixes that correspond to the movement or position of a body part (head, trunk, arm, leg). Prefixes: before, behind, u, vz, at, roz, po, v. Suffixes: ný, mo, ka. Division of physical exercises. Physical exercises are classified into groups whose exercise content are: sequential exercises (shape, command, report), exercises without equipment. Movements of body parts: arm movements, movements of the lower limbs, movements of the trunk, movements of the head. Whole body movements: postures, kneeling, sit-ups, lying down, supports. Acrobatic exercises. Exercises on tools. Exercises with equipment: ribbons, bars, circles, hoops. Locomotor movements of the body: walking, running, jumping, turning, handsprings, climbing, crawling, throwing, catching. Simple acrobatics in preschool children. Examples of exercises.
- Organizational conditions for upbringing and education in kindergartens. Forms of daily activities that ensure a balanced alternation of spontaneous play and guided activities and create sufficient space for children's individual needs and interests. 1. Breathing exercises; Relaxation exercises; Stretching and compensatory exercises; Exercises to promote correct posture; Strengthening exercises. 2. Exercise exercises. 3. Staying outdoors. 4. Educational activity. Examples of exercises and games for different forms of daily activities and for different types of exercise. Psychomotor exercises and games (winners are all those who take part in these games - there are no winners, no losers). Use of non-traditional aids for psychomotor exercises and games: parachute, foam ball, blankets, newspapers, balancing aids (walkers, rolling board with roller), various pads or bottle tops. Use of toys in children's play activities.
- Seasonal physical activities and training for children in kindergartens: cycling, skating, sledging, skiing, swimming, sauna, hiking, outdoor school, trips and excursions. Examples of basic exercises and methodological procedures and forms for individual physical activities, taking into account the conditions of the kindergarten, the age of the children and their psychological and physical prerequisites. Basic safety rules for individual seasonal physical activities for preschool children.
- Educational activity focused on physical exercises. Structure of the physical education lesson in kindergarten: 1. Motivation and warm-up. 2. Warm-up (general warm-up, special warm-up related to the main part of the lesson). 3. Main part (practice, training, conditioning, evaluation, theoretical, monothematic, mixed). 4. Final part (calming part, formal part). Examples of exercises, movement activities and games for the different parts of the lesson (educational activity focused on physical exercises).
Risks associated with performing selected physical exercises. Examples of non-recommended physical exercises for pre-school children. Illustrative practical demonstrations of exercises and their implementation in students' practical activities.
- Movement skills and abilities. Movement prerequisites, movement abilities and movement skills in preschool children and possibilities of their development. Regulation and limitation of the intensity of the load in physical exercises taking into account the age of children and their mental and physical prerequisites. 1. Conditioning abilities: development of strength skills in preschool children, development of speed in preschool children, development of endurance in preschool children, development of flexibility in preschool children. 2. Coordination abilities: kinesthetic-differentiation ability, spatial-orientation ability, rhythmic ability, reaction ability, balance ability. Complex abilities (hybrid). Development of children's fitness and coordination abilities through selected means of movement Examples of exercises and games for individual movement abilities and skills and their implementation in students' practical activities.

Acquisition of movement habits and skills through motor learning.
Motor learning (motor learning - learning to move) as a process of acquiring and consolidating movement habits and skills in preschool children: 1st phase - familiarisation with a given movement activity (Generalisation) 2nd phase - repetition of practised movement activities (Differentiation) 3rd phase - improvement of movement activity as a whole (Automation) 4th phase - characterised by plasticity in the application of the mastered technique (Creative coordination). Introduction to the different phases of motor learning and practical exercises and games to use the different phases of motor learning.
- Movement games. Play as a concept. Selection of a game, preparation for the game, function of the teacher. Representation of movement games in the daily programme of children in kindergarten. Material provision for play. Examples of movement games for preschool children. Group of games that develop individual movement skills. Examples of movement games: Walking games, Climbing games, Chasing games, Challenging games, Jumping games, Bouncing games, Passing games, Carrying games, Chasing games, Passing games, Three-handed games, Passing games, Obstacle games, Movement games in different environments (Games on snow and ice, Games in water: Games to get acquainted with the water. Games for practicing splashing. Games to practice breathing. Water orientation games. Jumping and falling into the water), Defence games, Ball games. Alphabet of children's ball technique: stretch, holding the ball, carrying the ball, lifting the ball from the ground, passing the ball, receiving the ball, leading the ball - basketball, handball, football, cushioning the ball, throwing the ball - passing, catching the ball, throwing and shooting - at the basket, in the goal, bouncing the ball with the hand and the racket. Ball movement games with simplified rules. Learning to follow the rules of each movement game and the consequences of not following the rules. Fair-play rule and competition. Learning to lose and win. Selected examples of individual movement games and their implementation in students' practical activities.
- Music and movement activities and games (together with rhythmic exercises). Music and movement exercises: we focus on learning and rhythmising quarter time in 2/4 time by playing on the body and expressing musical rhythm when walking or running. We also focus on matching musical and movement rhythm, which is also part of locomotor movements (rhythm of walking, running, rhythm of shots when swimming, etc.). Expressing the character of the songs and music through natural, cultivated movement. Use of dance elements in simple choreographies. Imitation of movement in music and movement games. Aerobics for children, zumba, trampolines and others. Practical demonstrations of music-movement exercises and their implementation in practical activities of students.
- Diagnosis of physical development, general motor performance and functional abilities in children in pre-primary education. The use of the MOBAK - KG test battery in kindergartens consisting of the following disciplines: Throwing (to hit a target at a height of 1, 1 m - 6 balls and 6 attempts); Catching (to catch a basketball - 6 attempts); Dribbling (on the spot with a basketball to hit a cross);Leading the ball with the foot (to lead a futsal ball around 4 cones in a defined space); Balancing (on bench without stopping forward and backward); Rolling (forward - 2 attempts); Jumping (on one foot forward and one foot backward - 3 m); Running (child runs forward and backward - 6 cones, 2 attempts). Other methods for data collection: 20 m run, 500 m run, long jump from a standing position, throwing a tennis ball, catching a bouncing ball, crossing a balance beam, climbing, throwing a basket. Demonstrations of individual disciplines (tests) and their implementation in practical activities of students.
- Preparation and presentation of an educational activity focused on physical exercises. On the basis of the acquired knowledge, knowledge, experience and skills - to prepare and present a lesson of physical education (educational activity focused on physical exercises) in kindergarten.

Recommended literature:
Odporúčaná literatúra:

ANTALA, B. et al. 2014. Telesná a športová výchova a súčasná škola. Bratislava: NŠC, FTVŠ UK, 2014. 343 s. ISBN 978-80-971466-1-0.
BAGÍNOVÁ, Ľ. a kol. 2013. Pohybové hry, aktivity a cvičenia detí predškolského veku. Bratislava: MPC, 2013. 95 s.
MASARYKOVÁ, D. 2020. Telesná a zdravotná výchova v predprimárnom vzdelávaní. Trnava: Pedagogická fakulta TU, 2020. 109 s. ISBN 978-80-568-0259-5.
MIŇOVÁ, M. 2017. Pohybový program pre deti materských škôl. Rokus, 2017. 75 s. ISBN 978-80-89510-59-7.
MIŇOVÁ, M. 2015. Pedagogické diagnostikovanie v materskej škole. Prešov: Rokus, 2015. 182 s. ISBN 9788089510405
FRANKOVÁ, R. 2017. Zdravotné cvičenia s riekankou v materskej škole. Prešov: Rokus, 2017. 78 s. ISBN 978-80-89510-54-2.

Languages necessary to complete the course:
Slovak language and Czech language.

Notes:

Past grade distribution
Total number of evaluated students: 792

A	ABS	B	C	D	E	FX
84,85	0,0	8,96	3,79	1,14	0,63	0,63

Lecturers: prof. PaedDr. Marián Merica, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde017/22	Physical education in pre-primary and leisure time education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
5 hours lecture + 5 hours seminar, total 10 hours per semester, combined form (primarily distance learning).
Student workload: 10 hours of direct instruction; 12 hours of student preparation for seminars/self-study; 18 hours of seminar paper preparation; 20 hours of project presentation preparation; 60 hours of literature analysis and preparation for final evaluation. A total of 120 hours of student work.
Methods of education: Lecture; explanation; discussion and interaction of the teacher with the students on the topic under discussion; teaching based on practical experience; group work method; method of independent work of students; method of practical exercise; method of guidance and accompaniment of movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination abilities, method of developing joint mobility and flexibility in physical education in pre-primary and leisure-time education.
Credits: 4
Recommended semester: 4.-5. semester
Degree of study/educational level: 1st

Number of credits: 4

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. During the semester, the student will submit a term paper (preparation of a physical education class) worth 20 points. In addition, the student will complete a project presentation focused on a physical exercise learning activity worth 30 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points of the knowledge acquired throughout the semester.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-(excellent), the student has an excellent command of theoretical knowledge of didactics of physical education in pre-primary education and can apply them to practical activities, the student can react promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the problem addressed, the student is able to present at a high level the teaching of a physical education lesson, the student's oral and written expression is correct, correct, grammatically flawless and creative.
B-(very good), the student has a very good knowledge of the theoretical knowledge of didactics of physical education in pre-primary education and can apply it to activities with minor deficiencies, the student can respond well during lectures to the teacher's questions and tasks, the student is active and proactive and responds to questions on the problem addressed, the student can present the teaching of a physical education lesson very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his/her activities are of good quality, with minor shortcomings.
C-(good), the student has a good knowledge of the theoretical knowledge of the didactics of physical education in pre-primary education and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the solved problem with minor problems, he/she can present well the teaching of the physical education lesson with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.
D-(satisfactory), the student has a satisfactory knowledge of theoretical knowledge of didactics of physical education in pre-primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present the teaching of a physical education lesson at a satisfactory level with shortcomings, the student's oral and written expression has some inaccuracies and also major shortcomings.
E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of didactics of physical education in pre-primary education, which is at a weak level and with difficulties he/she can apply it to practical activities, he/she responds to the teacher's challenges with inaccuracies, the student himself is not active and initiative, he does not ask questions on the problem addressed, the student can present the teaching of the physical education lesson at a very weak level with major shortcomings, the student's oral and written expression has more serious inaccuracies and shortcomings.
Fx-(deficient), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire adequate theoretical knowledge and practical skills related to the profession of pre-primary education teacher in educational activities focused on physical exercises, movement games. Students have acquired knowledge of the educational area of Health and Movement, where they are able to design and implement educational activities focused on physical exercises, movement games and exercises in leisure-time education. They will expand their knowledge in connection with didactical reasoning and reflecting on the subjects and objects of

the teaching process. They will know the psychomotor and social development and developmental peculiarities of the pre-school child, which they will be able to apply to the physical education process, respecting the intensity of the load in relation to children's health and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in educational and administrative activities in connection with physical activities. Students will acquire the competences of teacher's work in the field of organisation and management of educational activities focused on physical exercises and movement games at school and in extracurricular sports organisations. Students will be able to think in contexts that they will be able to develop in different situations that arise in connection with different physical activities. Students are able to argue and defend their practice taking into account the wider societal implications in relation to physical education. Students are able to identify and evaluate the ethical, social and other contexts of issues addressed in physical education in pre-primary education. They will be able to link theoretical knowledge of physical education in pre-primary and leisure education to practice.

Class syllabus:

Course outcomes of subject (content):

The curriculum of the course is designed so that after its practical teaching students are able to apply the theoretical knowledge to the practical context of the teaching profession in physical education in pre-primary education. Students master the professional content of the lectures and from the practical parts of the lessons of the subject they have acquired the terminology of physical exercises. They are familiar with appropriate methods of pedagogical research to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in pre-primary education. Students are able to expand their knowledge, competences and skills in physical education in pre-primary and leisure education. They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the course Physical Education in Pre-primary and Leisure Education will enable them to create the foundations of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving the project for the preparation of teaching a physical education lesson in kindergarten (educational activity focused on physical exercises). They will be professionally and methodologically competent to teach the subjects of the educational area of Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process of pre-primary educational activities focused on physical exercises and games for preschool children.

- Introduction to the issues of Physical Education in pre-primary and leisure education. The educational area of Health and Movement in the framework of the curriculum for pre-primary education in kindergartens. Background and objectives of the educational area of Health and Movement. Presentation of its three sub-areas with application to students' practical activities. 2. Hygiene and self-care activities. 3. Sub-area Movement and physical fitness.
- Warm-up options and the use of the most well-known stretching methods in the context of educational activities focused on physical exercise in preschool children. Methods of stretching: 1. The method of permanent - multiphase stretching (B. Anderson's Static Method). 2. The method of postisometric stretching - dilation, which can also be referred to as the method of initial stretching followed by stretching (Sölverbern's Method). 3. the method of intermittent stretching - PNF (Holt's 3S method - for stretching we use our own weight or the weight and strength of an auxiliary exerciser or tool). 4. the method of dynamic stretching - appropriately alternating contraction and dilatation of the muscle. Why practice stretching - the main reasons. Advice for safe stretching. The division of stretching exercises according to different parts of the body: Stretching of the neck and trapezius muscles. Stretching of the muscles of the upper limbs. Stretching of back muscles. Stretching

of the chest muscles (pectoral muscles). Stretching of the muscles of the lower limbs. Examples of stretching exercises focusing on different parts of the body of preschool children. Illustrative practical demonstrations of stretching and their implementation in the students' practical activities.
- Terminology of physical exercises (gym terminology) in movement education of pre-primary education. Through the terms (technical names), an accurate idea of the position, of the movement, of the exercise form is formed. Individual positions and movements are expressed through prefixes and suffixes that correspond to the movement or position of a body part (head, trunk, arm, leg). Prefixes: before, behind, u, vz, at, roz, po, v. Suffixes: ný, mo, ka. Division of physical exercises. Physical exercises are classified into groups whose exercise content are: sequential exercises (shape, command, report), exercises without equipment. Movements of body parts: arm movements, movements of the lower limbs, movements of the trunk, movements of the head. Whole body movements: postures, kneeling, sit-ups, lying down, supports. Acrobatic exercises. Exercises on tools. Exercises with equipment: ribbons, bars, circles, hoops. Locomotor movements of the body: walking, running, jumping, turning, handsprings, climbing, crawling, throwing, catching. Simple acrobatics in preschool children. Examples of exercises.
- Organizational conditions for upbringing and education in kindergartens. Forms of daily activities that ensure a balanced alternation of spontaneous play and guided activities and create sufficient space for children's individual needs and interests. 1. Breathing exercises; Relaxation exercises; Stretching and compensatory exercises; Exercises to promote correct posture; Strengthening exercises. 2. Exercise exercises. 3. Staying outdoors. 4. Educational activity. Examples of exercises and games for different forms of daily activities and for different types of exercise. Psychomotor exercises and games (winners are all those who take part in these games - there are no winners, no losers). Use of non-traditional aids for psychomotor exercises and games: parachute, foam ball, blankets, newspapers, balancing aids (walkers, rolling board with roller), various pads or bottle tops. Use of toys in children's play activities.
- Seasonal physical activities and training for children in kindergartens: cycling, skating, sledging, skiing, swimming, sauna, hiking, outdoor school, trips and excursions. Examples of basic exercises and methodological procedures and forms for individual physical activities, taking into account the conditions of the kindergarten, the age of the children and their psychological and physical prerequisites. Basic safety rules for individual seasonal physical activities for preschool children.
- Educational activity focused on physical exercises. Structure of the physical education lesson in kindergarten: 1. Motivation and warm-up. 2. Warm-up (general warm-up, special warm-up related to the main part of the lesson). 3. Main part (practice, training, conditioning, evaluation, theoretical, monothematic, mixed). 4. Final part (calming part, formal part). Examples of exercises, movement activities and games for the different parts of the lesson (educational activity focused on physical exercises).
Risks associated with performing selected physical exercises. Examples of non-recommended physical exercises for pre-school children. Illustrative practical demonstrations of exercises and their implementation in students' practical activities.
- Movement skills and abilities. Movement prerequisites, movement abilities and movement skills in preschool children and possibilities of their development. Regulation and limitation of the intensity of the load in physical exercises taking into account the age of children and their mental and physical prerequisites. 1. Conditioning abilities: development of strength skills in preschool children, development of speed in preschool children, development of endurance in preschool children, development of flexibility in preschool children. 2. Coordination abilities: kinesthetic-differentiation ability, spatial-orientation ability, rhythmic ability, reaction ability, balance ability. Complex abilities (hybrid). Development of children's fitness and coordination abilities through selected means of movement Examples of exercises and games for individual movement abilities and skills and their implementation in students' practical activities.

Acquisition of movement habits and skills through motor learning.
Motor learning (motor learning - learning to move) as a process of acquiring and consolidating movement habits and skills in preschool children: 1st phase - familiarisation with a given movement activity (Generalisation) 2nd phase - repetition of practised movement activities (Differentiation) 3rd phase - improvement of movement activity as a whole (Automation) 4th phase - characterised by plasticity in the application of the mastered technique (Creative coordination). Introduction to the different phases of motor learning and practical exercises and games to use the different phases of motor learning.
- Movement games. Play as a concept. Selection of a game, preparation for the game, function of the teacher. Representation of movement games in the daily programme of children in kindergarten. Material provision for play. Examples of movement games for preschool children. Group of games that develop individual movement skills. Examples of movement games: Walking games, Climbing games, Chasing games, Challenging games, Jumping games, Bouncing games, Passing games, Carrying games, Chasing games, Passing games, Three-handed games, Passing games, Obstacle games, Movement games in different environments (Games on snow and ice, Games in water: Games to get acquainted with the water. Games for practicing splashing. Games to practice breathing. Water orientation games. Jumping and falling into the water), Defence games, Ball games. Alphabet of children's ball technique: stretch, holding the ball, carrying the ball, lifting the ball from the ground, passing the ball, receiving the ball, leading the ball - basketball, handball, football, cushioning the ball, throwing the ball - passing, catching the ball, throwing and shooting - at the basket, in the goal, bouncing the ball with the hand and the racket. Ball movement games with simplified rules. Learning to follow the rules of each movement game and the consequences of not following the rules. Fair-play rule and competition. Learning to lose and win. Selected examples of individual movement games and their implementation in students' practical activities.
- Music and movement activities and games (together with rhythmic exercises). Music and movement exercises: we focus on learning and rhythmising quarter time in 2/4 time by playing on the body and expressing musical rhythm when walking or running. We also focus on matching musical and movement rhythm, which is also part of locomotor movements (rhythm of walking, running, rhythm of shots when swimming, etc.). Expressing the character of the songs and music through natural, cultivated movement. Use of dance elements in simple choreographies. Imitation of movement in music and movement games. Aerobics for children, zumba, trampolines and others. Practical demonstrations of music-movement exercises and their implementation in practical activities of students.
- Diagnosis of physical development, general motor performance and functional abilities in children in pre-primary education. The use of the MOBAK - KG test battery in kindergartens consisting of the following disciplines: Throwing (to hit a target at a height of 1, 1 m - 6 balls and 6 attempts); Catching (to catch a basketball - 6 attempts); Dribbling (on the spot with a basketball to hit a cross);Leading the ball with the foot (to lead a futsal ball around 4 cones in a defined space); Balancing (on bench without stopping forward and backward); Rolling (forward - 2 attempts); Jumping (on one foot forward and one foot backward - 3 m); Running (child runs forward and backward - 6 cones, 2 attempts). Other methods for data collection: 20 m run, 500 m run, long jump from a standing position, throwing a tennis ball, catching a bouncing ball, crossing a balance beam, climbing, throwing a basket. Demonstrations of individual disciplines (tests) and their implementation in practical activities of students.
- Preparation and presentation of an educational activity focused on physical exercises. On the basis of the acquired knowledge, knowledge, experience and skills - to prepare and present a lesson of physical education (educational activity focused on physical exercises) in kindergarten.

Recommended literature:
Odporúčaná literatúra:

ANTALA, B. et al. 2014. Telesná a športová výchova a súčasná škola. Bratislava: NŠC, FTVŠ UK, 2014. 343 s. ISBN 978-80-971466-1-0.
BAGÍNOVÁ, Ľ. a kol. 2013. Pohybové hry, aktivity a cvičenia detí predškolského veku. Bratislava: MPC, 2013. 95 s.
MASARYKOVÁ, D. 2020. Telesná a zdravotná výchova v predprimárnom vzdelávaní. Trnava: Pedagogická fakulta TU, 2020. 109 s. ISBN 978-80-568-0259-5.
MIŇOVÁ, M. 2017. Pohybový program pre deti materských škôl. Rokus, 2017. 75 s. ISBN 978-80-89510-59-7.
MIŇOVÁ, M. 2015. Pedagogické diagnostikovanie v materskej škole. Prešov: Rokus, 2015. 182 s. ISBN 9788089510405
FRANKOVÁ, R. 2017. Zdravotné cvičenia s riekankou v materskej škole. Prešov: Rokus, 2017. 78 s. ISBN 978-80-89510-54-2.

Languages necessary to complete the course:
Slovak language and Czech language.

Notes:

Past grade distribution
Total number of evaluated students: 792

A	ABS	B	C	D	E	FX
84,85	0,0	8,96	3,79	1,14	0,63	0,63

Lecturers:

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde007/22	Pre-primary education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities: 1 hour per week lecture + 1 hour per week seminar; total 22 hours per semester, combined form; (primarily in-person teaching).
Student workload: 11x2 hours of direct teaching = 22 hours; 9 hours of preparation for discussion during seminars; 41 hours of preparation for continuous assessment; 48 hours of preparation of independent written work; 30 hours of preparation for verbal exam. A total of 150 hours of student work.
Educational methods: discussion of the topic; independent student work; e-learning.

Number of credits: 5

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: during the semester, students submit 3 assignments (written test for 30 points; independent written work for 30 points and verbal presentation for 40 points). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E. Credits will not be awarded to a student who obtains less than 20 points in any of the 3 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the points.
Continuous assessment: written test (the student will be defined basic terms, goals, and content of pre-primary pedagogy with corresponding terminological apparatus).
Final assessment: independent written work (the student will be preparing an independent work of a conceptual nature on a topic specifically defined by teacher and submit it in electronic form, which will contain carefully selected evidence of how student develops scientific knowledge and competences related to design of teaching and learning process in pre-primary education. The student defends independent work in form of verbal exam, for which he / she prepares a presentation).
Grading scale:
A (100-91%, excellent – outstanding results): the student presents theoretical knowledge excellently and can creatively and original apply it in written work and his / her verbal defense.
B (90-81%, very good – above the average standard): the student presents theoretical knowledge at very good level and can creatively apply it in a written work and his / her verbal defense.

C (80-73%, good – generally sound work): the student presents theoretical knowledge at an average level and can adequately apply it to written work and his / her verbal defense.
D (72-66%, satisfactory – fair but with significant shortcomings): the student presents theoretical knowledge at satisfactory level and can adequately apply it to written work and his / her verbal defense.
E (65-60%, sufficient – performance meets the minimum criteria): the student presents theoretical knowledge at low level and has shortcomings in applying it to written work and his / her verbal defense.
Fx (59-0%, fail – further work required): the student has significant deficiencies in field of theoretical knowledge and / or in his / her application to written work and his / her verbal defense.

Learning outcomes:
Learning outcomes/Objectives and learning outcomes: the aim of the subject is the acquisition of scientific knowledge about pre-primary education. Student will be able to navigate the individual concepts of didactic support for the child's learning and be able to analyses the differences in them. Student will be able to understand the individual teaching and upbringing strategies for developing the child's competencies in pre-primary education and be able to interpret them. By completing the subject, the student will be able to continue expanding professional knowledge and skills within the preschool and elementary pedagogy study program. As part of completing the subject, student will develop the following transferable skills: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

Class syllabus:
Course outcomes of subject (content): the subject content contributes to the goals and outcomes of education (graduate profile) with the following topics:
Pre-primary pedagogy as part of pedagogical sciences. The aim of topic is to become familiar with the position of pre-primary pedagogy in the science system. Student should acquire knowledge of how individual pedagogical sciences are closely related to each other, mutually influencing, and complementing each other.
Subject of pre-primary pedagogy. The aim of topic is to acquaint the student with the issue of investigating pre-primary pedagogy. Student should acquire knowledge about pre-primary pedagogy as a field of general pedagogy. Can evaluate importance of pre-primary pedagogy as an applied pedagogical discipline on teaching and education of children in pre-primary education.
Pedagogy of childhood. The aim of topic is to become familiar with the basic rights of children according to the Declaration of the Rights of the Child. Student should acquire knowledge about the categories of responsibility for child protection according to the Convention on the Rights of the Child, which he can then apply in his professional activity. Contribution of pedagogical sciences in childhood pedagogy.
Concepts of childhood and early childhood. The aim of topic is to get familiar with the understanding of childhood in pedagogical sciences. Student should acquire knowledge about the development of anthropological constructs of childhood and can understand meaning of this phase of life and development (transformation) in educational approaches to children. The aim of topic is to acquaint student with programs of early care and compulsory pre-primary education. Student should acquire the ability to apply individual components of programs are aimed at development of children from birth to age when they start school.
Pedagogical strategies. The aim of topic is to familiarize with importance of supporting development of a child in preschool age. Student should acquire knowledge about theories of personal, social, cognitive, and moral development of the child. To be aware of the most important characteristics of a child in preschool age and to be able to develop them through pedagogical strategies.

Unprofessional vs. erudite education of youngest generation. The aim of topic is to acquaint students with fact that process of teaching and education of pre-primary education is based on learning concepts and teaching theories. Student should acquire knowledge about theories of learning and teaching, their differences and didactic profile of application in conditions of teaching and education in kindergarten.
Concepts of pre-primary education and teacher training. The aim of topic is to acquaint students with design, planning, preparation, implementation and evaluation of teaching and education program in kindergarten conditions. Student should acquire knowledge about ways of modelling process of teaching and education in kindergarten.
Learning and teaching processes. The aim of topic is to become familiar with didactic influence of learning and development of child and the professional characteristics of teaching teacher in teaching and education in kindergarten. Student should acquire knowledge about didactic specifics of learning child and components that make them up and the interconnections between them, their similarities, and differences from didactic further educational levels.
Complementary and supporting teaching components. The aim of topic is to become familiar with design of children's play and use of different methods, forms, and strategies of learning, as well as with types and stages of play. Student should acquire ability to apply individual strategies to activities and playing.
Objective, curriculum, and pedagogical diagnostics/evaluation. The aim of topic is to get familiar with issue of educational goal in conditions of teaching and learning process in kindergarten and issue of didactic operation with subject matter in teaching and learning process in pre-primary education. Student should acquire knowledge about pedagogical diagnostics, goals, tools, and importance of evaluation in conditions of teaching and learning process in kindergarten and be able to apply them in setting and determining educational goal, as well as didactic operation with subject matter in teaching and learning process.
Play and playing in the teaching-learning context. The aim of topic is to acquaint student with fact that children learn during play activities. Student should acquire knowledge about learning in the play of pre-primary education children. He / she can understand that play is understood in didactics as a strategy, a method and is a means to achieve educational goals, as well as a tool for pedagogical diagnostics/evaluation.

Recommended literature:

Odporúčaná literatúra:

KOLLÁRIKOVÁ, Z., PUPALA, B. (2001). Predškolská a elementárna pedagogika. Praha: Portál.
KOSTRUB, D. (2003). Od pedagogiky k didaktike materskej školy. Prešov: Rokus.
KOSTRUB, D. (2008). Dieťa/žiak/študent-učivo-učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus.
JAKUBÍKOVÁ, Z., KOSTRUB, D. (2009). Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. Prešov: Rokus.
KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus.
TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. (2017). Žiak, učiteľ a výučba. Prešov: Rokus.

Languages necessary to complete the course:

Slovak language

Notes:

Past grade distribution Total number of evaluated students: 954						
A	ABS	B	C	D	E	FX
44,23	0,0	35,74	13,1	4,4	1,36	1,15
Lecturers: PaedDr. Eva Pupíková, PhD.						
Last change: 06.11.2025						
Approved by: doc. PaedDr. Eva Severini, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde007/22	Pre-primary education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities: 1 hour per week lecture + 1 hour per week seminar; total 22 hours per semester, combined form; (primarily in-person teaching).
Student workload: 11x2 hours of direct teaching = 22 hours; 9 hours of preparation for discussion during seminars; 41 hours of preparation for continuous assessment; 48 hours of preparation of independent written work; 30 hours of preparation for verbal exam. A total of 150 hours of student work.
Educational methods: discussion of the topic; independent student work; e-learning.

Number of credits: 5

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: during the semester, students submit 3 assignments (written test for 30 points; independent written work for 30 points and verbal presentation for 40 points). It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E. Credits will not be awarded to a student who obtains less than 20 points in any of the 3 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the points.
Continuous assessment: written test (the student will be defined basic terms, goals, and content of pre-primary pedagogy with corresponding terminological apparatus).
Final assessment: independent written work (the student will be preparing an independent work of a conceptual nature on a topic specifically defined by teacher and submit it in electronic form, which will contain carefully selected evidence of how student develops scientific knowledge and competences related to design of teaching and learning process in pre-primary education. The student defends independent work in form of verbal exam, for which he / she prepares a presentation).
Grading scale:
A (100-91%, excellent – outstanding results): the student presents theoretical knowledge excellently and can creatively and original apply it in written work and his / her verbal defense.
B (90-81%, very good – above the average standard): the student presents theoretical knowledge at very good level and can creatively apply it in a written work and his / her verbal defense.

C (80-73%, good – generally sound work): the student presents theoretical knowledge at an average level and can adequately apply it to written work and his / her verbal defense.
D (72-66%, satisfactory – fair but with significant shortcomings): the student presents theoretical knowledge at satisfactory level and can adequately apply it to written work and his / her verbal defense.
E (65-60%, sufficient – performance meets the minimum criteria): the student presents theoretical knowledge at low level and has shortcomings in applying it to written work and his / her verbal defense.
Fx (59-0%, fail – further work required): the student has significant deficiencies in field of theoretical knowledge and / or in his / her application to written work and his / her verbal defense.

Learning outcomes:
Learning outcomes/Objectives and learning outcomes: the aim of the subject is the acquisition of scientific knowledge about pre-primary education. Student will be able to navigate the individual concepts of didactic support for the child's learning and be able to analyses the differences in them. Student will be able to understand the individual teaching and upbringing strategies for developing the child's competencies in pre-primary education and be able to interpret them. By completing the subject, the student will be able to continue expanding professional knowledge and skills within the preschool and elementary pedagogy study program. As part of completing the subject, student will develop the following transferable skills: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

Class syllabus:
Course outcomes of subject (content): the subject content contributes to the goals and outcomes of education (graduate profile) with the following topics:
Pre-primary pedagogy as part of pedagogical sciences. The aim of topic is to become familiar with the position of pre-primary pedagogy in the science system. Student should acquire knowledge of how individual pedagogical sciences are closely related to each other, mutually influencing, and complementing each other.
Subject of pre-primary pedagogy. The aim of topic is to acquaint the student with the issue of investigating pre-primary pedagogy. Student should acquire knowledge about pre-primary pedagogy as a field of general pedagogy. Can evaluate importance of pre-primary pedagogy as an applied pedagogical discipline on teaching and education of children in pre-primary education.
Pedagogy of childhood. The aim of topic is to become familiar with the basic rights of children according to the Declaration of the Rights of the Child. Student should acquire knowledge about the categories of responsibility for child protection according to the Convention on the Rights of the Child, which he can then apply in his professional activity. Contribution of pedagogical sciences in childhood pedagogy.
Concepts of childhood and early childhood. The aim of topic is to get familiar with the understanding of childhood in pedagogical sciences. Student should acquire knowledge about the development of anthropological constructs of childhood and can understand meaning of this phase of life and development (transformation) in educational approaches to children. The aim of topic is to acquaint student with programs of early care and compulsory pre-primary education. Student should acquire the ability to apply individual components of programs are aimed at development of children from birth to age when they start school.
Pedagogical strategies. The aim of topic is to familiarize with importance of supporting development of a child in preschool age. Student should acquire knowledge about theories of personal, social, cognitive, and moral development of the child. To be aware of the most important characteristics of a child in preschool age and to be able to develop them through pedagogical strategies.

Unprofessional vs. erudite education of youngest generation. The aim of topic is to acquaint students with fact that process of teaching and education of pre-primary education is based on learning concepts and teaching theories. Student should acquire knowledge about theories of learning and teaching, their differences and didactic profile of application in conditions of teaching and education in kindergarten.
Concepts of pre-primary education and teacher training. The aim of topic is to acquaint students with design, planning, preparation, implementation and evaluation of teaching and education program in kindergarten conditions. Student should acquire knowledge about ways of modelling process of teaching and education in kindergarten.
Learning and teaching processes. The aim of topic is to become familiar with didactic influence of learning and development of child and the professional characteristics of teaching teacher in teaching and education in kindergarten. Student should acquire knowledge about didactic specifics of learning child and components that make them up and the interconnections between them, their similarities, and differences from didactic further educational levels.
Complementary and supporting teaching components. The aim of topic is to become familiar with design of children's play and use of different methods, forms, and strategies of learning, as well as with types and stages of play. Student should acquire ability to apply individual strategies to activities and playing.
Objective, curriculum, and pedagogical diagnostics/evaluation. The aim of topic is to get familiar with issue of educational goal in conditions of teaching and learning process in kindergarten and issue of didactic operation with subject matter in teaching and learning process in pre-primary education. Student should acquire knowledge about pedagogical diagnostics, goals, tools, and importance of evaluation in conditions of teaching and learning process in kindergarten and be able to apply them in setting and determining educational goal, as well as didactic operation with subject matter in teaching and learning process.
Play and playing in the teaching-learning context. The aim of topic is to acquaint student with fact that children learn during play activities. Student should acquire knowledge about learning in the play of pre-primary education children. He / she can understand that play is understood in didactics as a strategy, a method and is a means to achieve educational goals, as well as a tool for pedagogical diagnostics/evaluation.

Recommended literature:

Odporúčaná literatúra:

KOLLÁRIKOVÁ, Z., PUPALA, B. (2001). Predškolská a elementárna pedagogika. Praha: Portál.
KOSTRUB, D. (2003). Od pedagogiky k didaktike materskej školy. Prešov: Rokus.
KOSTRUB, D. (2008). Dieťa/žiak/študent-učivo-učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus.
JAKUBÍKOVÁ, Z., KOSTRUB, D. (2009). Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. Prešov: Rokus.
KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus.
TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. (2017). Žiak, učiteľ a výučba. Prešov: Rokus.

Languages necessary to complete the course:

Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 954

A	ABS	B	C	D	E	FX
44,23	0,0	35,74	13,1	4,4	1,36	1,15

Lecturers: PaedDr. Eva Pupíková, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde010/22	Psychological aspects of child´s education in the family

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
1 hour lecture and 1 hour seminar/week; 22 hours total per semester, combined form (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; intermediate preparation (10 hours), preparation for the seminar paper and presentation (18 hours); preparation for the midterm test (40 hours), 90 hours in total
Teaching methods:
Lecture, group discussion - problem-solving tasks, active group work, guided discussion of the topic, heuristic method, guided self-study and work with text.

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPEP/B-PEPde021/22 - Developmental psychology

Course requirements:
Course completion requirements:
100% of the interim evaluation
During the semester, students will individually work on a seminar paper (max. 30 points), which they will then present according to a timetable (max. 10 points). The topic of the seminar paper is on a specific educational problem family situation, within which the student proposes a possible solution (which is then discussed among themselves in groups). Students will take a mid-term test (max. 60 points). The test and the seminar paper are thematically prepared to verify the specified learning outcomes. To pass the course, a minimum score of 60% is required on all assignments.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).

For a grade of A, students need to produce excellent results throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students will be able to navigate the psychology of the family, know the functions that the family performs, and gain an overview of family influences that affect the healthy psychological development of children.
A grade of B indicates that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to family psychology, and are able to navigate the literature.
A grade of C means that students performed at a standard level throughout the semester, their theoretical knowledge of the subject matter is at a good level, but they lack the ability to apply this knowledge, critically evaluate and compare the various literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems in independent implementation work, they cannot critically analyse the information enough and they have problems to apply the knowledge to practice.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge, and fail in critical thinking, but have mastered most of the theoretical knowledge of the subject.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
The aim is to help form the possible competences of kindergarten teachers and school educators in their work with families. Students will be able to orient themselves in the functions that the family performs, they will gain an overview of the types of family influences that act on the healthy psychological development of the child. They will be sensitive to the different family environments of preschool and younger school-age children in the context of dealing with a variety of educational situations. The ability to navigate the issues is essential for future kindergarten teachers and school educators, as they will be increasingly confronted with the different images of contemporary families. They will be able to solve various educational problems in cooperation with parents. Students are introduced to educational practices that they can apply in practice, developing analytical and critical thinking skills in dealing with a variety of problematic family situations. Students acquire not only theoretical knowledge, but also sufficient competence in cooperation and communication with the child's parents.

Class syllabus:

Course outcomes of subject (content):
- Family psychology, selected concepts.
- Functions of the family.
- Types of family.
- Family, parental authority.
- Parenting styles of upbringing.
- Models of the contemporary family and its trends
- Negative educational interventions in the family.
- The influence of the family on the formation of values about children.
- Problematic communication in the family.
- Cooperation and communication between family and school.

Recommended literature:

Povinná liteatúra:

García, Ó. F., Fuentes, M. C., Gracia, E., Serra, E., & García, F. (2020). Parenting warmth and strictness across three generations: Parenting styles and psychosocial adjustment. International Journal of Environmental Research and Public Health, 17(20), Article 7487. https://doi.org/10.3390/ijerph17207487
Sobotková, I. (2012). Psychologie rodiny. Portál.
Odporúčaná literatúra:
Friel, J., & Friel, L. (2014). Sedm největších rodičovských omylů. Portál.
Hamranová, A. a kol. (2018). Hodnotové posolstvá v obraze rodiny a školy. Verbum.
Kaufmanová- Huberová, G. (1998). Děti potřebují rituály. Portál.
Potočárová, M. (2008). Pedagogika rodiny. Teoretické východiská rodinnej výchovy. UK.
Tóthová, J. (2011). Úvod do transgenerační psychologie rodiny. 1. vyd. Portál.
Satirová, V. (2006). Kniha o rodině. Portál.
Škvarková, Z. (2010). Rodina a škola vo vzájomnej spolupráci. 1. vyd. PF UMB.
Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky. (2025). Príručka pre spoluprácu školy a rodiny pre učiteľov. MŠVVaŠ SR. Dostupné z: https://cloud-3.edupage.org/cloud/Prirucka_pre_spolupracu_skoly_a_rodiny_pre_ucitelov_2025.pdf

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 829

A	ABS	B	C	D	E	FX
72,62	0,0	20,27	5,55	0,97	0,12	0,48

Lecturers:

Last change: 30.10.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde010/22	Psychological aspects of child´s education in the family

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
1 hour lecture and 1 hour seminar/week; 22 hours total per semester, combined form (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; intermediate preparation (10 hours), preparation for the seminar paper and presentation (18 hours); preparation for the midterm test (40 hours), 90 hours in total
Teaching methods:
Lecture, group discussion - problem-solving tasks, active group work, guided discussion of the topic, heuristic method, guided self-study and work with text.

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KPEP/B-PEPde021/22 - Developmental psychology

Course requirements:
Course completion requirements:
100% of the interim evaluation
During the semester, students will individually work on a seminar paper (max. 30 points), which they will then present according to a timetable (max. 10 points). The topic of the seminar paper is on a specific educational problem family situation, within which the student proposes a possible solution (which is then discussed among themselves in groups). Students will take a mid-term test (max. 60 points). The test and the seminar paper are thematically prepared to verify the specified learning outcomes. To pass the course, a minimum score of 60% is required on all assignments.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).

For a grade of A, students need to produce excellent results throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students will be able to navigate the psychology of the family, know the functions that the family performs, and gain an overview of family influences that affect the healthy psychological development of children.
A grade of B indicates that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to family psychology, and are able to navigate the literature.
A grade of C means that students performed at a standard level throughout the semester, their theoretical knowledge of the subject matter is at a good level, but they lack the ability to apply this knowledge, critically evaluate and compare the various literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems in independent implementation work, they cannot critically analyse the information enough and they have problems to apply the knowledge to practice.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge, and fail in critical thinking, but have mastered most of the theoretical knowledge of the subject.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
The aim is to help form the possible competences of kindergarten teachers and school educators in their work with families. Students will be able to orient themselves in the functions that the family performs, they will gain an overview of the types of family influences that act on the healthy psychological development of the child. They will be sensitive to the different family environments of preschool and younger school-age children in the context of dealing with a variety of educational situations. The ability to navigate the issues is essential for future kindergarten teachers and school educators, as they will be increasingly confronted with the different images of contemporary families. They will be able to solve various educational problems in cooperation with parents. Students are introduced to educational practices that they can apply in practice, developing analytical and critical thinking skills in dealing with a variety of problematic family situations. Students acquire not only theoretical knowledge, but also sufficient competence in cooperation and communication with the child's parents.

Class syllabus:

Course outcomes of subject (content):
- Family psychology, selected concepts.
- Functions of the family.
- Types of family.
- Family, parental authority.
- Parenting styles of upbringing.
- Models of the contemporary family and its trends
- Negative educational interventions in the family.
- The influence of the family on the formation of values about children.
- Problematic communication in the family.
- Cooperation and communication between family and school.

Recommended literature:

Povinná liteatúra:

García, Ó. F., Fuentes, M. C., Gracia, E., Serra, E., & García, F. (2020). Parenting warmth and strictness across three generations: Parenting styles and psychosocial adjustment. International Journal of Environmental Research and Public Health, 17(20), Article 7487. https://doi.org/10.3390/ijerph17207487
Sobotková, I. (2012). Psychologie rodiny. Portál.
Odporúčaná literatúra:
Friel, J., & Friel, L. (2014). Sedm největších rodičovských omylů. Portál.
Hamranová, A. a kol. (2018). Hodnotové posolstvá v obraze rodiny a školy. Verbum.
Kaufmanová- Huberová, G. (1998). Děti potřebují rituály. Portál.
Potočárová, M. (2008). Pedagogika rodiny. Teoretické východiská rodinnej výchovy. UK.
Tóthová, J. (2011). Úvod do transgenerační psychologie rodiny. 1. vyd. Portál.
Satirová, V. (2006). Kniha o rodině. Portál.
Škvarková, Z. (2010). Rodina a škola vo vzájomnej spolupráci. 1. vyd. PF UMB.
Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky. (2025). Príručka pre spoluprácu školy a rodiny pre učiteľov. MŠVVaŠ SR. Dostupné z: https://cloud-3.edupage.org/cloud/Prirucka_pre_spolupracu_skoly_a_rodiny_pre_ucitelov_2025.pdf

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 829

A	ABS	B	C	D	E	FX
72,62	0,0	20,27	5,55	0,97	0,12	0,48

Lecturers: Mgr. Linda Liliková

Last change: 30.10.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde019/22	Psychological propedeutics

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours), and methods of educational activities:
Scope, type/method of teaching, and organisational form
Form of teaching: 2PS lecture + seminar. 2 hours lecture and seminar/week, total 22 hours per semester; combined form (mostly full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; work on ongoing tasks (28 hours), 10 hours of preparation for tasks carried out as part of seminars; final test (30 hours), total 90 hours
Teaching methods:
lecture with multimedia support, dialogical and discussion methods, work with tests and questionnaires, logical and verbal tasks, demonstration, methods of working with text (work with professional and popular science texts in general psychology), e-learning

Number of credits: 3

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
100% of the interim assessment
The interim assessment includes interim assignments (50% of the assessment) and a knowledge test (50% of the assessment).
The five midterm assignments generally consist of professional texts on topics in general psychology and review questions related to the text. Each part of the interim assignment is graded separately (5x 10%) and the student is required to meet a time interval for completion. The midterm assignments are linked in content to the lectures. The knowledge test consists of open-ended or multiple-choice questions.
To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),

Fx (59-0%, insufficient - extra work required)
For grade A, the student has correctly acquired the knowledge of general psychology, can critically evaluate it, apply it, especially in pedagogical practice and connect it with the knowledge of other disciplines, knows the importance of the functioning of individual cognitive processes and can give examples of them as well as propose recommendations for the effective functioning of the educational process.
Grade B will be awarded if the student has correctly acquired most of the knowledge of general psychology, is able to evaluate it critically, apply it, especially in pedagogical practice and link it with knowledge of other disciplines, knows the importance of the functioning of individual cognitive processes and is able to give examples of them as well as to propose recommendations for the effective functioning of the educational process.
The C grade is obtained if the student has correctly acquired the key knowledge of general psychology, can evaluate it, apply it, especially in pedagogical practice and link it with knowledge of other disciplines, knows the importance of the functioning of individual cognitive processes and can give, at least in the case of some, examples as well as propose recommendations for the effective functioning of the educational process.
Grade D will be awarded if the student has acquired the key knowledge of general psychology, can apply it, especially in pedagogical practice and at least partially connect it with the knowledge of other disciplines, knows the importance of the functioning of individual cognitive processes and can give examples of them after being directed.
Grade E will be awarded to a student who is familiar with the basic knowledge and concepts of general psychology and can name areas of its application in everyday life or pedagogical practice, can link the acquired knowledge at least at a minimal level with the knowledge of other disciplines, and understands the importance of the functioning of individual cognitive processes, although he/she cannot give specific examples.
A grade of Fx will be awarded to a student who has insufficient knowledge of general psychology and whose results require further work and study.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to clarify the basic theoretical knowledge of general psychology and to introduce psychology as a scientific discipline in terms of its historical development, research, and theories. The acquisition of this knowledge is essential not only for mastering other psychological disciplines but also for understanding the workings of the mechanisms of the human psyche.
Upon completion of the course, the student:
• can define individual psychological concepts such as sensation, perception, memory, learning, thinking, speech, etc.
• knows the mechanisms of cognitive, emotional, and motivational processes,
• knows the different psychological approaches to the study of the individual psyche, their specifics,
• is able to propose recommendations for making the educational process more effective using knowledge of cognitive processes (e.g. in the field of learning, perception, thinking),
• can apply the acquired knowledge in solving practical problems in various areas of social life, especially in pedagogical practice and in relation to the target group.

Class syllabus:
Course outcomes of the subject (content):
- Introduction to the study of psychology: definition of the subject of psychology, a brief history of psychology, the position of psychology in the system of sciences and its subdivision, methods of psychology, psychological reality - psyche, consciousness, unconscious, behaviour, experience, stimulation and regulation of behaviour.

- Sensory processes: sensation - receptors and analysers, sensory thresholds, types of sensations; perception - characteristics and types of perception.
- Attention: characteristics, types, and properties of attention, theories of attention.
- Memory and learning: characteristics and types of memory, phases of memory, forgetting, extremes and pathology in memory performance; characteristics and some theories of learning, types, conditions, and principles of learning.
- Imaginations and fantasies: characteristics, theories of imagination, types, functions of imagination and types of imagination, laws of association, illusions and hallucinations, fantasy and imaginative imaginations, their functions and types, principles of fantasy activity, and fantasy thinking.
- Thinking and speech: characteristics, types, and forms of thinking, thought operations. Intelligence, its types, measurement, and evaluation. Convergent and divergent thinking - creativity. Language and communication. Language units and context. Language learning - multilingualism.
- Motivation: characteristics and functions of motivation, principles of motivation, the energetic basis of the organism, instincts, drives, needs, values, attitudes, aspirations, frustration, and will.
- Emotions: characteristics and properties of emotions, theories, types, and functions of emotions, empathy, emotionality, emotional deprivation, emotional maturity, emotional disorders, aggression, aggressiveness, stress, and its management.
- Personality: psychological definition of personality, biological and socio-cultural determination of personality, some theories of personality (psychoanalysis, neo-psychoanalysis, psychosocial theories, behavioural theories, etc.).

Recommended literature:

Povinná literatúra:

Plháková, A. (2007). Učebnice obecné psychologie. Academia.

Odporúčaná literatúra:

Atkinsonová, R.L. at al. (2003). Psychologie. Portál.
Čáp, J., & Mareš, J. (2007). Psychologie pro učitele.Portál.
Sokolová, L., Brozmanová, E., Harvanová, S., Lemešová, M., & Minarovičová, K. (2019). Empatia učiteľov a učiteliek: prierezová štúdia. Československá psychologie, 63(1), 13-25.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 1052

A	ABS	B	C	D	E	FX
46,01	0,0	32,51	11,12	5,42	3,99	0,95

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 02.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde254/22	Regional culture

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form
1 hour lecture + 1 hour seminar, total 22 hours per semester, combined form; (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours preparing the student for seminars, seminar work; 10 hours preparing the student for the intermediate task-presentation of the project; 18 hours preparing the student for the final test. Total 60 hours of student work.
Methods of education: the method of lecture and explanation is used in the acquisition of new curriculum, new theoretical knowledge, the method of discussion is used, where students express their opinions or experience from practice, the method of independent or group work is used in the processing and implementation of the project proposal on the region and the student's seminar work, group work is used in seminars on the topics of regional education, project teaching where students search for information about the regions in various encyclopaedias.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The weight of the prerequisites for successful completion of the course is 20/20/60. The student will submit a term paper during the semester with a maximum of 20 points (minimum 12 points). In addition, the student will present a project on the region/city/community with a maximum of 20 points (min. 12 points). The student will take a final test with a maximum of 60 points (min. 36 points) and may take the final test if he/she scores a minimum of 24 points on the intermediate project assignments. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than 60% in any of the three conditions. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),

C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-Excellent performance, the student knows the basic characteristics of concepts related to regional culture and has a high level of theoretical knowledge; the student can respond fully and spontaneously during lectures, the student is active and proactive, asks questions on the topic at hand, the student presents at a very high level, the student's oral and written expression is correct, correct, grammatically flawless;
B-excellent performance, the student has mastered the theoretical knowledge with minor deficiencies, the student can respond spontaneously during lectures to the questions and tasks of the teacher, the student presents at a very good level with minor deficiencies, the student's oral and written expression is correct, correct, grammatically flawless;
C-good performance, the student masters theoretical knowledge at a good level, the student masters concrete knowledge but at a borderline level, the student is very rarely independent in activity and interactivity, the student asks questions on the problem addressed with minor problems, the student presents at a good level with errors, the student's oral and written expression is correct but of lesser quality with minor grammatical errors;
D- the student knows theoretical knowledge at a below-average level and can apply it with problems in critical thinking and in solving practical activities. During the teaching he/she is not active enough, does not bring new solutions, and the teaching is passive, presents at a weaker level with shortcomings, the student's oral and written expression has some inaccuracies and also shortcomings;
E- the student's work meets the minimum criteria, responds to the teacher's prompts with inaccuracies, the student is not active and initiative, does not ask questions on the solutions to the problem. Theoretical knowledge is applied with problems, the student is in the position of a passive recipient of knowledge. The student is not creative and without expressing his/her own opinion, presents at a below average level with major deficiencies, the student's oral and written expression has serious inaccuracies and shortcomings;
Fx - the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to raise awareness of the importance of regional culture and education in pre-school education.
and elementary education. The student is able to integrate regional education and cultural literacy teaching into other teaching subjects, especially in primary and secondary education, as regional education is one of the cross-cutting themes - with regard to the formation of awareness of one's region. The student is able to manifest and develop regional education and traditional folk culture in everyday life.
The student will work independently or in pairs on topics in the field of regional culture. The topics will be announced to the student at the beginning of the semester. If there are many students from a region, they will choose one of the unoccupied regions - based on the historical division into 28 regions. Not only the content of the term paper will be evaluated, but also the grammatical and stylistic level of the paper (delivery and self-assessment).
The presentation of the project will be prepared and presented during the semester either individually or in a group with classmates from the same region - the group consists of a maximum of 3 students. The project will include historical, cultural, natural and social science areas.

The final test is usually at the end of the semester and the test will focus on theoretical knowledge, legislative and professional knowledge and terminology in regional education. The test will also focus on the application of theoretical knowledge to educational activities, assessment and the development of creative proposals for the region. The student is not eligible to retake the final test as the course ends with an assessment.

Class syllabus:

Course outcomes of subject (content):

The course focuses on the didactic-methodological aspect of regional education and the development of a relationship with the cultural and natural heritage of one's region. The course deals with regional culture from the perspective of all regions of Slovakia. It also focuses on important components of regional culture such as cultural heritage, cultural expressions, holidays and traditions. In the course of the course, students will be introduced to the theoretical background and basic terminology of regional education. In class, students will present (individually, in a group) a comprehensive project focused on teaching regional education of their region or a region of their choice. Students should be able to analyze the ways in which preschool and younger school-age children learn about the natural and social environment, to recognize the content and process of primary cognition of the natural and social environment. The student should be able to conduct educational activities of relevant areas of cognition development according to the binding documents for preschool education and primary primary school level, since regional education is one of the cross-cutting themes. The inclusion of regional education topics in the content of education can also be argued and defended on the basis of theoretical knowledge. It can develop pupils' cultural and historical identity and environmental awareness in relation to the region in which they live and grow up.

- Characteristics of basic concepts. The topic focuses on the basic terminology dealing with regional culture and regional education in pre-primary and primary education. The student is introduced to the basic thematic concepts (regional education, region, school regional education, traditional folk culture). The graduate of the study programme acquires basic terminological knowledge and competences related to the issue of regional culture. The student actively acquires new knowledge and is able to integrate and use it in applications for the development of the field.
- Social sciences, humanities and natural sciences. Differences, status. The aim of the topic is to get acquainted with social, humanities and natural sciences differences and status in different regions of Slovakia. The student is to acquire the ability to apply the knowledge to activities and activities aimed at pre-primary and primary education.
- Content of regional education in pre-primary and primary education. The aim of the topic is to become familiar with the overall concept of the content of regional education in pre-primary and primary schools. The student will also gain knowledge of the basic documents related to regional education (Regional Education and Traditional Folk Culture). The student should acquire the ability to form an awareness of the traditional values of different regions. The student will be able to apply knowledge about the region through digital technologies in presentations about his/her region.
- Objectives, methods and organisational forms of regional education. The aim of the topic is to learn about the objectives, methods and forms of regional culture used in the cross-cutting theme of regional education. The student is to acquire the ability to integrate elements of regional culture into the content of the education of the Kindergarten and individual subjects at the first level of primary school. The student is able to use a wide range of methods and forms in the cross-cutting theme of Regional Education.
- Regional specifics. Thematic units of regional education. The aim of the topic is to get acquainted with the thematic units of the cross-cutting theme Regional Education and Traditional Folk Culture in pre-primary and primary education. The student knows the specifics of individual regions of Slovakia (caves, nature trails, natural beauties of the region, tourism, cultural monuments, cultural

customs, traditions, etc.). . The student is to acquire the ability to learn about the regions from several sources and to present the acquired knowledge through IT at seminars.
- Folk culture - traditional tangible and intangible culture. Relationship to the heritage of folk culture. The aim of the topic is to become familiar with the thematic unit Traditional folk culture. The student is to acquire knowledge of traditional material and traditional non-material culture. He/she can understand the meaning and differences in traditional material and traditional non-material culture. The student is able to locate basic documents related to Folk Culture and work them into a presentation about his/her region. Has acquired knowledge of the theory and methodology of developing children of preschool and younger school age, in the field of folk culture.
- Possibilities of development of civic competences in pre-primary and primary education. The aim of the topic is to learn about the possibilities of developing civic competences from the point of view of regional culture. The student is to acquire the ability to develop the preparation of pupils as citizens of a given region and also to develop his/her civic competences in that region.
- Regional education - immediate surroundings - my village/town. Finding ideas to improve life in the region. The aim of the topic is to develop in the student a creative approach to finding new ideas to improve life in the region. The student should acquire the ability to apply and generate new ideas for the development of his/her region. The student is able to search through digital technologies for new creative suggestions to improve living and life in his/her region.
- We are discovering the regions of Slovakia. The aim of the topic is to familiarize the student with all regions of Slovakia and their specificities. The student should acquire knowledge about the regions of Slovakia. The student will learn about all the folk traditions, protected areas in Slovakia and geographical and cultural peculiarities of Slovakia. He/she is able to classify important personalities (from history, present) of Slovakia to a specific region.

Recommended literature:

Compulsory/Recommended readings:
BEŇUŠKOVÁ, Z. Tradičná kultúra regiónov Slovenska. Bratislava: VEDA, 2005. ISBN 9788022408530.
KAŠČÁKOVÁ, D. Regionálna výchova vo vyučovacom procese. Bratislava: MPC, 2014.
ONUŠKOVÁ, M. Možnosti využitia regionálnych prvkov vo vyučovaní v ZŠ a SŠ. Bratislava: MPC. 2014.
KORIM, V., BABICOVÁ, Ľ. Regionálna výchova a škola. Banská Bystrica: Univerzita Mateja Bela Pedagogická fakulta, 2002. ISBN 80-8055-753-5.
POSPIŠILOVÁ, P. 2013. Edukačné aktivity na rozvoj priestorovej predstavivosti detí v materskej škole. Bratislava: MPC.
ŠVP – Regionálna výchova a Tradičná ľudová kultúra.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 650

A	ABS	B	C	D	E	FX
66,0	0,0	25,54	5,85	1,08	0,62	0,92

Lecturers: Mgr. Adela Dúbravová, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde254/22	Regional culture

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form
1 hour lecture + 1 hour seminar, total 22 hours per semester, combined form; (primarily full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 10 hours preparing the student for seminars, seminar work; 10 hours preparing the student for the intermediate task-presentation of the project; 18 hours preparing the student for the final test. Total 60 hours of student work.
Methods of education: the method of lecture and explanation is used in the acquisition of new curriculum, new theoretical knowledge, the method of discussion is used, where students express their opinions or experience from practice, the method of independent or group work is used in the processing and implementation of the project proposal on the region and the student's seminar work, group work is used in seminars on the topics of regional education, project teaching where students search for information about the regions in various encyclopaedias.

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The weight of the prerequisites for successful completion of the course is 20/20/60. The student will submit a term paper during the semester with a maximum of 20 points (minimum 12 points). In addition, the student will present a project on the region/city/community with a maximum of 20 points (min. 12 points). The student will take a final test with a maximum of 60 points (min. 36 points) and may take the final test if he/she scores a minimum of 24 points on the intermediate project assignments. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than 60% in any of the three conditions. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),

C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-Excellent performance, the student knows the basic characteristics of concepts related to regional culture and has a high level of theoretical knowledge; the student can respond fully and spontaneously during lectures, the student is active and proactive, asks questions on the topic at hand, the student presents at a very high level, the student's oral and written expression is correct, correct, grammatically flawless;
B-excellent performance, the student has mastered the theoretical knowledge with minor deficiencies, the student can respond spontaneously during lectures to the questions and tasks of the teacher, the student presents at a very good level with minor deficiencies, the student's oral and written expression is correct, correct, grammatically flawless;
C-good performance, the student masters theoretical knowledge at a good level, the student masters concrete knowledge but at a borderline level, the student is very rarely independent in activity and interactivity, the student asks questions on the problem addressed with minor problems, the student presents at a good level with errors, the student's oral and written expression is correct but of lesser quality with minor grammatical errors;
D- the student knows theoretical knowledge at a below-average level and can apply it with problems in critical thinking and in solving practical activities. During the teaching he/she is not active enough, does not bring new solutions, and the teaching is passive, presents at a weaker level with shortcomings, the student's oral and written expression has some inaccuracies and also shortcomings;
E- the student's work meets the minimum criteria, responds to the teacher's prompts with inaccuracies, the student is not active and initiative, does not ask questions on the solutions to the problem. Theoretical knowledge is applied with problems, the student is in the position of a passive recipient of knowledge. The student is not creative and without expressing his/her own opinion, presents at a below average level with major deficiencies, the student's oral and written expression has serious inaccuracies and shortcomings;
Fx - the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to raise awareness of the importance of regional culture and education in pre-school education.
and elementary education. The student is able to integrate regional education and cultural literacy teaching into other teaching subjects, especially in primary and secondary education, as regional education is one of the cross-cutting themes - with regard to the formation of awareness of one's region. The student is able to manifest and develop regional education and traditional folk culture in everyday life.
The student will work independently or in pairs on topics in the field of regional culture. The topics will be announced to the student at the beginning of the semester. If there are many students from a region, they will choose one of the unoccupied regions - based on the historical division into 28 regions. Not only the content of the term paper will be evaluated, but also the grammatical and stylistic level of the paper (delivery and self-assessment).
The presentation of the project will be prepared and presented during the semester either individually or in a group with classmates from the same region - the group consists of a maximum of 3 students. The project will include historical, cultural, natural and social science areas.

The final test is usually at the end of the semester and the test will focus on theoretical knowledge, legislative and professional knowledge and terminology in regional education. The test will also focus on the application of theoretical knowledge to educational activities, assessment and the development of creative proposals for the region. The student is not eligible to retake the final test as the course ends with an assessment.

Class syllabus:

Course outcomes of subject (content):

The course focuses on the didactic-methodological aspect of regional education and the development of a relationship with the cultural and natural heritage of one's region. The course deals with regional culture from the perspective of all regions of Slovakia. It also focuses on important components of regional culture such as cultural heritage, cultural expressions, holidays and traditions. In the course of the course, students will be introduced to the theoretical background and basic terminology of regional education. In class, students will present (individually, in a group) a comprehensive project focused on teaching regional education of their region or a region of their choice. Students should be able to analyze the ways in which preschool and younger school-age children learn about the natural and social environment, to recognize the content and process of primary cognition of the natural and social environment. The student should be able to conduct educational activities of relevant areas of cognition development according to the binding documents for preschool education and primary primary school level, since regional education is one of the cross-cutting themes. The inclusion of regional education topics in the content of education can also be argued and defended on the basis of theoretical knowledge. It can develop pupils' cultural and historical identity and environmental awareness in relation to the region in which they live and grow up.

- Characteristics of basic concepts. The topic focuses on the basic terminology dealing with regional culture and regional education in pre-primary and primary education. The student is introduced to the basic thematic concepts (regional education, region, school regional education, traditional folk culture). The graduate of the study programme acquires basic terminological knowledge and competences related to the issue of regional culture. The student actively acquires new knowledge and is able to integrate and use it in applications for the development of the field.
- Social sciences, humanities and natural sciences. Differences, status. The aim of the topic is to get acquainted with social, humanities and natural sciences differences and status in different regions of Slovakia. The student is to acquire the ability to apply the knowledge to activities and activities aimed at pre-primary and primary education.
- Content of regional education in pre-primary and primary education. The aim of the topic is to become familiar with the overall concept of the content of regional education in pre-primary and primary schools. The student will also gain knowledge of the basic documents related to regional education (Regional Education and Traditional Folk Culture). The student should acquire the ability to form an awareness of the traditional values of different regions. The student will be able to apply knowledge about the region through digital technologies in presentations about his/her region.
- Objectives, methods and organisational forms of regional education. The aim of the topic is to learn about the objectives, methods and forms of regional culture used in the cross-cutting theme of regional education. The student is to acquire the ability to integrate elements of regional culture into the content of the education of the Kindergarten and individual subjects at the first level of primary school. The student is able to use a wide range of methods and forms in the cross-cutting theme of Regional Education.
- Regional specifics. Thematic units of regional education. The aim of the topic is to get acquainted with the thematic units of the cross-cutting theme Regional Education and Traditional Folk Culture in pre-primary and primary education. The student knows the specifics of individual regions of Slovakia (caves, nature trails, natural beauties of the region, tourism, cultural monuments, cultural

customs, traditions, etc.). . The student is to acquire the ability to learn about the regions from several sources and to present the acquired knowledge through IT at seminars.
- Folk culture - traditional tangible and intangible culture. Relationship to the heritage of folk culture. The aim of the topic is to become familiar with the thematic unit Traditional folk culture. The student is to acquire knowledge of traditional material and traditional non-material culture. He/she can understand the meaning and differences in traditional material and traditional non-material culture. The student is able to locate basic documents related to Folk Culture and work them into a presentation about his/her region. Has acquired knowledge of the theory and methodology of developing children of preschool and younger school age, in the field of folk culture.
- Possibilities of development of civic competences in pre-primary and primary education. The aim of the topic is to learn about the possibilities of developing civic competences from the point of view of regional culture. The student is to acquire the ability to develop the preparation of pupils as citizens of a given region and also to develop his/her civic competences in that region.
- Regional education - immediate surroundings - my village/town. Finding ideas to improve life in the region. The aim of the topic is to develop in the student a creative approach to finding new ideas to improve life in the region. The student should acquire the ability to apply and generate new ideas for the development of his/her region. The student is able to search through digital technologies for new creative suggestions to improve living and life in his/her region.
- We are discovering the regions of Slovakia. The aim of the topic is to familiarize the student with all regions of Slovakia and their specificities. The student should acquire knowledge about the regions of Slovakia. The student will learn about all the folk traditions, protected areas in Slovakia and geographical and cultural peculiarities of Slovakia. He/she is able to classify important personalities (from history, present) of Slovakia to a specific region.

Recommended literature:

Compulsory/Recommended readings:
BEŇUŠKOVÁ, Z. Tradičná kultúra regiónov Slovenska. Bratislava: VEDA, 2005. ISBN 9788022408530.
KAŠČÁKOVÁ, D. Regionálna výchova vo vyučovacom procese. Bratislava: MPC, 2014.
ONUŠKOVÁ, M. Možnosti využitia regionálnych prvkov vo vyučovaní v ZŠ a SŠ. Bratislava: MPC. 2014.
KORIM, V., BABICOVÁ, Ľ. Regionálna výchova a škola. Banská Bystrica: Univerzita Mateja Bela Pedagogická fakulta, 2002. ISBN 80-8055-753-5.
POSPIŠILOVÁ, P. 2013. Edukačné aktivity na rozvoj priestorovej predstavivosti detí v materskej škole. Bratislava: MPC.
ŠVP – Regionálna výchova a Tradičná ľudová kultúra.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 650

A	ABS	B	C	D	E	FX
66,0	0,0	25,54	5,85	1,08	0,62	0,92

Lecturers: Mgr. Adela Dúbravová, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde312/22	Research oriented technical activities

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope: 11x2 hours per semester
Student workload:
Direct teaching: 22 hours
Implementation of partial (distance) tasks: 3 hours x 8 (distance tasks) = 24 hours
Preparation for the test: 20 hours
Preparation for interim assessment (elaboration of a semester project): 24 hours
Total student workload 90 hours
Teaching methods
Monological methods - lecture, explanation of the curriculum,
Dialogic methods - conversation, discussion
Constructivist methods: work in small groups; problem-solving tasks, project
Guided self-study – processing of partial tasks according to the assignment of the lecturer during the semester and their submission in electronic form within the set deadline, which the teacher continuously checks and evaluates. Type/teaching method: exercise, combined form (primarily distance learning) LMS MOODLE will be used as part of blended learning.

Number of credits: 3

Recommended semester: 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
During the semester, students:
• submit eight completed tasks of 3 points each (for a total of 24 points), which will be focused on the creation and implementation of research activities in the field of STEM and STEAM
• at the end of the semester, the student submits and presents the semester work - a portfolio for 46 points, which will be a set of research activities for children with methodology
At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who gets less than 5 points from any of the eight assignments. In order to complete the subject, it is necessary to obtain at least 60% of the point evaluation.

The rating is given on a scale:
A (100-91%, excellent - excellent results),
B (90-81%, very good – above average standard),
C (80-73%, good - regular reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient – the results meet the minimum criteria),
Fx (59-0%, insufficient - more additional work required)

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
By completing the subject, the student will gain an overview of constructivist theories of education in the context of developing scientific, technical, and natural science literacy of children in pre-primary education and will acquire the competence to create and implement research activities within the framework of STEM and STEAM education in kindergarten. The student will learn about the management of the educational process in kindergarten in constructivist-conceived, investigative, experiential learning. After completing the subject, the student can manage the educational process by searching for and applying appropriate methods and procedures that will lead students to develop scientific, natural science, and technical literacy in pre-primary education.

Class syllabus:

Course contents:
The subject is focused on the possibilities of a constructivist-conceived, research-oriented education of pre-primary children in the context of the educational goals of the educational areas Man and Nature, Man and the World of Work and Mathematics and Work with Information in the State Education Program and per the priorities of STEM and STEAM education. The content consists of an approximation of the concept of research-oriented teaching built on the theoretical foundations of constructivism, both cognitive constructivism, and social constructivism.
Objectives and importance of natural science and technical education in the information society, natural science, technical, and scientific literacy as part of general education. Natural science concepts, manifestations of scientific attitude to reality, and scientific work capabilities.
STEM and STEAM education in pre-primary education. Motivating preschool children to be interested in science and technology and natural sciences.
Experiential learning in pre-primary education and its methods. Trials and experiments in pre-primary education (light, heat, sound, force, simple machines, magnetism, electricity, melting and solidification, dissolution, evaporation, etc. Subjects of experiments: experiments with vinegar, with sound, with water, with air, with a microscope, with augmented reality, etc.) Presentation of semester projects - portfolio.

Recommended literature:

Compulsory/Recommended readings:
Dostál, J., Kožuchová, M.: Badatelský přístup v technickém vzdělávání: Teorie a výzkum. Univerzita Palackého v Olomouci. Olomouc. 2016
Kireš, M.: Bádateľské aktivity v prírodovednom vzdelávaní. Štátny pedagogický ústav. Bratislava, 2016 dostupné na https://www.statpedu.sk/files/articles/nove_dokumenty/ucebnice-metodiky-publikacie/badatelske-aktivity/01cast_a_web.pdf
Martišová, E.: Námety na experimenty a pokusy v edukácii predprimárneho vzdelávania. Metodicko-pedagogické centrum, Bratislava, 2015.
Koreňová, L.: Rozšírená realita a jej možnosti vo vyučovaní matematiky, prírodovedných a technických predmetov. Trendy ve vzdělávání: inovace ve školství – učitel jako aktér změny. Univerzita Palackého v Olomouci. Olomouc. 2019

Základný študijný text k vzdelávaciemu obsahu predmetu bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
85,25	0,0	9,84	0,0	0,0	0,0	4,92

Lecturers: Mgr. Martin Droščák, PhD.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPde312/22	**Course title:** Research oriented technical activities

Educational activities:
Type of activities: practicals
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope: 11x2 hours per semester
Student workload:
Direct teaching: 22 hours
Implementation of partial (distance) tasks: 3 hours x 8 (distance tasks) = 24 hours
Preparation for the test: 20 hours
Preparation for interim assessment (elaboration of a semester project): 24 hours
Total student workload 90 hours
Teaching methods
Monological methods - lecture, explanation of the curriculum,
Dialogic methods - conversation, discussion
Constructivist methods: work in small groups; problem-solving tasks, project
Guided self-study – processing of partial tasks according to the assignment of the lecturer during the semester and their submission in electronic form within the set deadline, which the teacher continuously checks and evaluates. Type/teaching method: exercise, combined form (primarily distance learning) LMS MOODLE will be used as part of blended learning.

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
During the semester, students:
• submit eight completed tasks of 3 points each (for a total of 24 points), which will be focused on the creation and implementation of research activities in the field of STEM and STEAM
• at the end of the semester, the student submits and presents the semester work - a portfolio for 46 points, which will be a set of research activities for children with methodology
At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who gets less than 5 points from any of the eight assignments. In order to complete the subject, it is necessary to obtain at least 60% of the point evaluation.

The rating is given on a scale:
A (100-91%, excellent - excellent results),
B (90-81%, very good – above average standard),
C (80-73%, good - regular reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient – the results meet the minimum criteria),
Fx (59-0%, insufficient - more additional work required)

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
By completing the subject, the student will gain an overview of constructivist theories of education in the context of developing scientific, technical, and natural science literacy of children in pre-primary education and will acquire the competence to create and implement research activities within the framework of STEM and STEAM education in kindergarten. The student will learn about the management of the educational process in kindergarten in constructivist-conceived, investigative, experiential learning. After completing the subject, the student can manage the educational process by searching for and applying appropriate methods and procedures that will lead students to develop scientific, natural science, and technical literacy in pre-primary education.

Class syllabus:

Course contents:
The subject is focused on the possibilities of a constructivist-conceived, research-oriented education of pre-primary children in the context of the educational goals of the educational areas Man and Nature, Man and the World of Work and Mathematics and Work with Information in the State Education Program and per the priorities of STEM and STEAM education. The content consists of an approximation of the concept of research-oriented teaching built on the theoretical foundations of constructivism, both cognitive constructivism, and social constructivism.
Objectives and importance of natural science and technical education in the information society, natural science, technical, and scientific literacy as part of general education. Natural science concepts, manifestations of scientific attitude to reality, and scientific work capabilities.
STEM and STEAM education in pre-primary education. Motivating preschool children to be interested in science and technology and natural sciences.
Experiential learning in pre-primary education and its methods. Trials and experiments in pre-primary education (light, heat, sound, force, simple machines, magnetism, electricity, melting and solidification, dissolution, evaporation, etc. Subjects of experiments: experiments with vinegar, with sound, with water, with air, with a microscope, with augmented reality, etc.) Presentation of semester projects - portfolio.

Recommended literature:

Compulsory/Recommended readings:
Dostál, J., Kožuchová, M.: Badatelský přístup v technickém vzdělávání: Teorie a výzkum. Univerzita Palackého v Olomouci. Olomouc. 2016
Kireš, M.: Bádateľské aktivity v prírodovednom vzdelávaní. Štátny pedagogický ústav. Bratislava, 2016 dostupné na https://www.statpedu.sk/files/articles/nove_dokumenty/ucebnice-metodiky-publikacie/badatelske-aktivity/01cast_a_web.pdf
Martišová, E.: Námety na experimenty a pokusy v edukácii predprimárneho vzdelávania. Metodicko-pedagogické centrum, Bratislava, 2015.
Koreňová, L.: Rozšírená realita a jej možnosti vo vyučovaní matematiky, prírodovedných a technických predmetov. Trendy ve vzdělávání: inovace ve školství – učitel jako aktér změny. Univerzita Palackého v Olomouci. Olomouc. 2019

Základný študijný text k vzdelávaciemu obsahu predmetu bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 61

A	ABS	B	C	D	E	FX
85,25	0,0	9,84	0,0	0,0	0,0	4,92

Lecturers: doc. PaedDr. Lilla Koreňová, PhD., prof. PhDr. Mária Kožuchová, CSc.

Last change: 17.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde214/22	Research projects in education

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours of lectures, a total of 22 hours per semester, combined form; (primarily face-to-face)
Student workload:
11x2 hours of direct teaching = 22 hours; 15 hours of student preparation for the interim assessment-test; 15 hours of student preparation for an ongoing task - preparation of a seminar work; 38 hours of student preparation for the final test. A total of 90 hours of student work.
Methods of education: communication methods (discussion of the discussed topic, guided discussion, interview, interpretation, exchange of opinions), cooperative methods (work in small groups), methods of working with the text (work with professional literature, brainstorming)

Number of credits: 3

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The weight of conditions for successful completion of the subject is 20/20/60. During the semester, the student presents a seminar paper with a maximum of 20 points (min. 10 points). The student takes a mid-term test focused on theoretical principles with a maximum of 20 points (min. 10 points) and the student also takes a final test with a maximum of 60 points (min. 40 points). At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than half of the points in any of the four conditions. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.
The rating is given on a scale:
A (100-91%, excellent - excellent results),
B (90-81%, very good – above average standard),
C (80-73%, good - regular reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient – the results meet the minimum criteria),
Fx (59-0%, insufficient - more additional work required)

A-excellent performance, the student knows, controls, creates and critically evaluates, the student controls basic theoretical knowledge, the student is active and proactive, promptly responds to the teacher's challenges and questions;
B-very good performance, the student has mastered knowledge of Action Research, but critical thinking is borderline, the student has mastered basic theoretical knowledge with minor deficiencies, the student is active and proactive, promptly responds to the teacher's challenges and questions;
C-good performance, the student does have specific knowledge from the field of action research, but creativity, critical thinking and the application of knowledge in practice are at a borderline level, the student responds actively to the teacher's challenges and questions, but is not active and proactive himself, does not ask questions in solved problem;
D- the student has a below-average level of theoretical knowledge and is able to apply them in critical thinking with problems, is not very active in teaching, does not bring new solutions, is in the role of a passive observer;
E - the student's work meets the minimum criteria, he has insufficient control of theoretical knowledge, which is at a below-average level, he responds to the teacher's questions and challenges with significant inaccuracies, the student is not active and proactive and does not ask questions in the context of the problem being solved;
Fx – the student's work does not meet the requirements for passing the subject in any of the required conditions and the subject must be repeated.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
The student can justify the need for a teacher's examination of his own teaching, the learning of children/pupils, as well as the entire teaching process in such a way that he can translate the acquired knowledge into the modification or transformation of the mentioned processes. He can justify the concept of teacher - researcher. Knows basic methodological principles related to action (field) research. He is ready to conceive his own investigation in the dimension action-reflection-revision.

Class syllabus:

Course outcomes of subject (content):
• Methodology of pedagogical sciences about education. The student is familiar with the general overview of the methodology of pedagogical sciences. Understands the concepts of methodology, research: basic, field, theoretical, applied.
• Types of research in pedagogical sciences. The student can identify quantitative and qualitative research strategies. Understands the terms basic, applied research, scoring, evaluation. Knows exploratory, descriptive and explanatory research. Understands the terms research strategy, research method, research tools.
• Research project, research topic and research problem. The student is familiar with the importance of research planning. He is able to determine the research topic and research problem within the research project. The student understands the concepts of objectivity, validity and reliability of research.
• Research questions. The student can identify types of research questions. He understands process of creating research questions and the process of their application in research. The student understands the importance of establishing research assumptions, hypotheses as well as preliminary research in the process of research implementation.
• Continuous test. During the test, the student presents knowledge of the methodology of pedagogical sciences on research with a focus on basic terminology.

• Action research in an educational environment. The student is familiar with the importance of action research for pedagogical practice. He is able to identify subjects and objects of action (field) research.
• Methodological principles of action research. The student knows the methodological principles of action research. He masters quantitative research methods in educational research. (Measurement and scales in educational research, survey and questionnaire method, attitude research, sociometry). The student knows qualitative approaches and methods in research. (Interview, focus groups, observation, content analysis of documents and products). Understands the principle and importance of triangulation of research methods.
• Evaluation of action research. The student knows the methods of data analysis and evaluation: coding, content analysis, discourse analysis. He knows the methods of processing and interpreting research data.
• Action research design. The student can put together an action research project on a selected research problem.
• He can apply a suitable research method, he can design research tools that the teacher can use in action research.
• Ethical principles in pedagogical research. Ethical principles and their respect in the preparation, implementation, processing and publication of research. Ethical principles for the protection of researched persons, documents and the researcher.
• Final test. In the test, the student presents his knowledge of action research with a focus on basic terminology, its principles and application in pedagogical practice.

Recommended literature:

Odporúčaná literatúra:

GAVORA, P. Elektronická učebnica pedagogického výskumu. [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na: http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4.
KOMPOLT, P. - TIMKOVÁ, B. Pedagogická diagnostika a akčný výskum. Bratislava : UK, 2010.
MAŽGOŇ, J. (2012). Akčný výskum učiteľa v teórii a v praxi. Dostupné na http://www.casopispedagogika.sk/rocnik-3/cislo-3/mazgon_studia.pdf
MIKUŠOVÁ, M., & SOTÁK, V. (2013). AKČNÝ VÝSKUM V PEDAGOGICKÝCH VEDÁCH. Journal of Technology and Information Education, 5(2), 11-15. dostupné na https://jtie.upol.cz/pdfs/jti/2013/02/02.pdf
RICHTEROVÁ, Bohdana et al. (2020) Akční výzkum v teorii a praxi. Vydání: první. Ostrava : Pedagogická fakulta Ostravské univerzity. ISBN 978-80-7599-176-8.Dostupné na https://www.researchgate.net/publication/343712516_Akcni_vyzkum_v_teorii_a_praxi/citations
SEVERINI, E. 2012. Praktické skúmanie – akčný výskum v predprimárnom vzdelávaní. In Predprimárne vzdelávanie v súčasnosti, Prešov : Prešovská univerzita, Pedagogická fakulta, 2012, s. 157-170. ISBN 978-80-555-0703-3.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 638

A	ABS	B	C	D	E	FX
65,2	0,0	15,83	9,56	4,55	3,13	1,72

Lecturers: PaedDr. Tímea Šeben Zaťková, PhD.
Last change: 14.09.2023
Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde214/22	Research projects in education

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours of lectures, a total of 22 hours per semester, combined form; (primarily face-to-face)
Student workload:
11x2 hours of direct teaching = 22 hours; 15 hours of student preparation for the interim assessment-test; 15 hours of student preparation for an ongoing task - preparation of a seminar work; 38 hours of student preparation for the final test. A total of 90 hours of student work.
Methods of education: communication methods (discussion of the discussed topic, guided discussion, interview, interpretation, exchange of opinions), cooperative methods (work in small groups), methods of working with the text (work with professional literature, brainstorming)

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The weight of conditions for successful completion of the subject is 20/20/60. During the semester, the student presents a seminar paper with a maximum of 20 points (min. 10 points). The student takes a mid-term test focused on theoretical principles with a maximum of 20 points (min. 10 points) and the student also takes a final test with a maximum of 60 points (min. 40 points). At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than half of the points in any of the four conditions. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.
The rating is given on a scale:
A (100-91%, excellent - excellent results),
B (90-81%, very good – above average standard),
C (80-73%, good - regular reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient – the results meet the minimum criteria),
Fx (59-0%, insufficient - more additional work required)

A-excellent performance, the student knows, controls, creates and critically evaluates, the student controls basic theoretical knowledge, the student is active and proactive, promptly responds to the teacher's challenges and questions;
B-very good performance, the student has mastered knowledge of Action Research, but critical thinking is borderline, the student has mastered basic theoretical knowledge with minor deficiencies, the student is active and proactive, promptly responds to the teacher's challenges and questions;
C-good performance, the student does have specific knowledge from the field of action research, but creativity, critical thinking and the application of knowledge in practice are at a borderline level, the student responds actively to the teacher's challenges and questions, but is not active and proactive himself, does not ask questions in solved problem;
D- the student has a below-average level of theoretical knowledge and is able to apply them in critical thinking with problems, is not very active in teaching, does not bring new solutions, is in the role of a passive observer;
E - the student's work meets the minimum criteria, he has insufficient control of theoretical knowledge, which is at a below-average level, he responds to the teacher's questions and challenges with significant inaccuracies, the student is not active and proactive and does not ask questions in the context of the problem being solved;
Fx – the student's work does not meet the requirements for passing the subject in any of the required conditions and the subject must be repeated.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
The student can justify the need for a teacher's examination of his own teaching, the learning of children/pupils, as well as the entire teaching process in such a way that he can translate the acquired knowledge into the modification or transformation of the mentioned processes. He can justify the concept of teacher - researcher. Knows basic methodological principles related to action (field) research. He is ready to conceive his own investigation in the dimension action-reflection-revision.

Class syllabus:

Course outcomes of subject (content):
• Methodology of pedagogical sciences about education. The student is familiar with the general overview of the methodology of pedagogical sciences. Understands the concepts of methodology, research: basic, field, theoretical, applied.
• Types of research in pedagogical sciences. The student can identify quantitative and qualitative research strategies. Understands the terms basic, applied research, scoring, evaluation. Knows exploratory, descriptive and explanatory research. Understands the terms research strategy, research method, research tools.
• Research project, research topic and research problem. The student is familiar with the importance of research planning. He is able to determine the research topic and research problem within the research project. The student understands the concepts of objectivity, validity and reliability of research.
• Research questions. The student can identify types of research questions. He understands process of creating research questions and the process of their application in research. The student understands the importance of establishing research assumptions, hypotheses as well as preliminary research in the process of research implementation.
• Continuous test. During the test, the student presents knowledge of the methodology of pedagogical sciences on research with a focus on basic terminology.

• Action research in an educational environment. The student is familiar with the importance of action research for pedagogical practice. He is able to identify subjects and objects of action (field) research.
• Methodological principles of action research. The student knows the methodological principles of action research. He masters quantitative research methods in educational research. (Measurement and scales in educational research, survey and questionnaire method, attitude research, sociometry). The student knows qualitative approaches and methods in research. (Interview, focus groups, observation, content analysis of documents and products). Understands the principle and importance of triangulation of research methods.
• Evaluation of action research. The student knows the methods of data analysis and evaluation: coding, content analysis, discourse analysis. He knows the methods of processing and interpreting research data.
• Action research design. The student can put together an action research project on a selected research problem.
• He can apply a suitable research method, he can design research tools that the teacher can use in action research.
• Ethical principles in pedagogical research. Ethical principles and their respect in the preparation, implementation, processing and publication of research. Ethical principles for the protection of researched persons, documents and the researcher.
• Final test. In the test, the student presents his knowledge of action research with a focus on basic terminology, its principles and application in pedagogical practice.

Recommended literature:

Odporúčaná literatúra:

GAVORA, P. Elektronická učebnica pedagogického výskumu. [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na: http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4.
KOMPOLT, P. - TIMKOVÁ, B. Pedagogická diagnostika a akčný výskum. Bratislava : UK, 2010.
MAŽGOŇ, J. (2012). Akčný výskum učiteľa v teórii a v praxi. Dostupné na http://www.casopispedagogika.sk/rocnik-3/cislo-3/mazgon_studia.pdf
MIKUŠOVÁ, M., & SOTÁK, V. (2013). AKČNÝ VÝSKUM V PEDAGOGICKÝCH VEDÁCH. Journal of Technology and Information Education, 5(2), 11-15. dostupné na https://jtie.upol.cz/pdfs/jti/2013/02/02.pdf
RICHTEROVÁ, Bohdana et al. (2020) Akční výzkum v teorii a praxi. Vydání: první. Ostrava : Pedagogická fakulta Ostravské univerzity. ISBN 978-80-7599-176-8.Dostupné na https://www.researchgate.net/publication/343712516_Akcni_vyzkum_v_teorii_a_praxi/citations
SEVERINI, E. 2012. Praktické skúmanie – akčný výskum v predprimárnom vzdelávaní. In Predprimárne vzdelávanie v súčasnosti, Prešov : Prešovská univerzita, Pedagogická fakulta, 2012, s. 157-170. ISBN 978-80-555-0703-3.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 638

A	ABS	B	C	D	E	FX
65,2	0,0	15,83	9,56	4,55	3,13	1,72

Lecturers:
Last change: 14.09.2023
Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde013/22	Social psychology

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours), and methods of educational activities:
Scope, type/method of teaching, and organizational form:
1-hour lecture and 1-hour seminar/week; 22 hours total per semester, combined form; (primarily on-site study)
Student workload:
11x2 hours of direct teaching = 22 hours; work on continuous assignments (35 hours), 25 hours of preparation for assignments carried out in seminars; final test (38 hours), total of 120 hours
Teaching methods:
lecture with multimedia support, dialogical and discussion methods, psychological games, demonstration, critical analysis of psychological theory, methods of working with text (working with information sources) analysis of case studies, reflective diary, e-learning

Number of credits: 4

Recommended semester: 5.

Educational level: I.

Prerequisites: PdF.KPEP/B-PEPde021/22 - Developmental psychology

Recommended prerequisites:
Prerequisites: B-PEPde021 Developmental Psychology

Course requirements:
Course completion requirements:
100% of interim assessment
The interim assessment includes an ongoing group assignment (50% of the assessment) and a knowledge test (50% of the assessment). The interim assessment consists of group work (elaboration and presentation of the assigned socio-psychological research, 40% of the assessment) and its reflection (10%). The knowledge test consists of open or multiple-choice questions (50% of the assessment).
Credits will not be awarded to a student who scores less than 50% on any of the assignments. A minimum score of 60% is required to pass the course.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),

E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For the A grade, the student has correctly acquired the knowledge of social psychology, is able to evaluate it critically, apply it, especially in pedagogical practice and connect it with the knowledge of other disciplines, knows the importance of the functioning of individual social-psychological processes and mechanisms, is able to give examples of them as well as to propose recommendations for the effective functioning of the group, the individual in it, and that specifically in relation to the target group.
Grade B will be awarded to the student if he/she has correctly acquired most of the knowledge of social psychology, can critically evaluate it, apply it, especially in pedagogical practice and connect it with the knowledge of other disciplines, knows the significance of the functioning of individual social-psychological processes and mechanisms, can give examples of them as well as propose recommendations for the effective functioning of the group, the individual in it, and that specifically in relation to the target group.
C grade is obtained if the student has correctly acquired the key knowledge of social psychology, can evaluate it, apply it, especially in pedagogical practice and connect it with the knowledge of other disciplines, knows the importance of the functioning of individual social-psychological processes and mechanisms, can give at least in the case of some examples as well as propose recommendations for the effective functioning of the group, the individual in it, and that specifically in relation to the target group.
Grade D will be awarded to the student if he/she has acquired the key knowledge of social psychology, is able to apply it, especially in pedagogical practice and at least partially connect it with the knowledge of other disciplines, knows the importance of the functioning of individual social-psychological processes and mechanisms and is able to give examples of them after being directed.
Grade E will be awarded to a student who is oriented in the basic knowledge and concepts of social psychology and can name areas of its application in everyday life or pedagogical practice, who can at least at a minimal level link the acquired knowledge with the knowledge of other disciplines and who understands the importance of the functioning of individual social-psychological processes and mechanisms, although he/she cannot give specific examples.
A grade of Fx will be awarded to a student who has insufficient knowledge of social psychology and whose results require further work and study.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the Social Psychology course is to inform about the origin, development, and position of social psychology in the system of human sciences and to offer an overview of the most important knowledge and theories. In particular, much attention is paid to the attitudes, motives, behavior, and perceptions of individuals and groups in society and the application of this knowledge in practice.
The student after completing the course:
• can define the basic concepts and methods based on the areas of social psychology research,
• recognizes social psychological mechanisms and phenomena such as social idleness, self-fulfilling prophecy or learned helplessness,
• can give practical examples of these phenomena in school and family settings or in related disciplines,
• can identify the means and methods of socialization and the impact of socio-cultural determination on the individual's psyche, particularly from the perspective of educational practice and the target group,
• applies the knowledge of social psychology to everyday school practice and work not only with the individual but also with the group.

Class syllabus:

Course outcomes of the subject (content):

- Introduction to the study of social psychology: the subject, methods, and history of social psychology.
- Socio-cultural determination of the psyche: man, society, and culture.
- Socialization of the individual: definition of socialization and its nature, means and methods of socialization, theories of socialization.
- Social cognition: perception of others, interpersonal attraction, determinants influencing impression formation, attribution theories.
- Social communication: definition, communication process, non-verbal communication (gestures, facial expressions, spatial positioning, movements, touching, paralinguistics), verbal communication, lies as part of communication
- Attitudes: definition, functions, and structure of attitudes, formation, and change of attitudes, measurement of attitudes.
- Social groups: classification and characteristics of social groups, group influence, group structure and development, group dynamics, group performance, school class as a social group.
- Social interaction: social facilitation and idleness, conformity, obedience, group processes (group polarization, communication, thinking), competence, cooperation, leadership.
- Social behaviour: social norm, prosocial behaviour, aggressive behaviour, mob behaviour, conflicts.
- Practical application of social psychology: application of social psychology, social psychological personality problems of male and female teachers, social psychological training, social psychology, and mental health.

Recommended literature:

Povinná literatúra:

Masaryk, R. (2013). Medzi človekom a ľuďmi. Bratislava: IRIS.

Nolen-Hoeksema, S., Fredrickson, L. B., Loftus, G. R., & Wagenaar, W. A. (2012). Psychologie Atkinsonové a Hilgarda. 3. aktualizované vydání. Portál. Praha.(Kapitola: Sociální chování)

Odporúčaná literatúra:

Hayesová, N. (2011). Základy sociálnej psychológie. Praha: Portál.

Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, L., & Sokolová, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Univerzita Komenského.

Lemešová, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Bratislava: Univerzita Komenského, s. 146-168.

Petrík, J., Uhrecký, B., Popper, M., & Nôtová, L. (2021). Coworking with Roma: Exploration of Slovak majority's cooperation intention using content analyses and networks of free association. Human Affairs, 31(2), 194-211.

Sollárová, E., Slaměník, I., Výrost, J. (2019). Sociální psychologie. Teorie, metody, aplikace. Praha: Grada.

Vybíral, Z. (2015). Lži, polopravdy a pravda v lidské komunikaci. Praha: Portál.

Languages necessary to complete the course:

Slovak, Czech, and English language

Notes:

Past grade distribution
Total number of evaluated students: 797

A	ABS	B	C	D	E	FX
46,42	0,0	28,48	14,43	6,78	2,89	1,0

Lecturers:

Last change: 02.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde013/22	Social psychology

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours), and methods of educational activities:
Scope, type/method of teaching, and organizational form:
1-hour lecture and 1-hour seminar/week; 22 hours total per semester, combined form; (primarily on-site study)
Student workload:
11x2 hours of direct teaching = 22 hours; work on continuous assignments (35 hours), 25 hours of preparation for assignments carried out in seminars; final test (38 hours), total of 120 hours
Teaching methods:
lecture with multimedia support, dialogical and discussion methods, psychological games, demonstration, critical analysis of psychological theory, methods of working with text (working with information sources) analysis of case studies, reflective diary, e-learning

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPEP/B-PEPde021/22 - Developmental psychology

Recommended prerequisites:
Prerequisites: B-PEPde021 Developmental Psychology

Course requirements:
Course completion requirements:
100% of interim assessment
The interim assessment includes an ongoing group assignment (50% of the assessment) and a knowledge test (50% of the assessment). The interim assessment consists of group work (elaboration and presentation of the assigned socio-psychological research, 40% of the assessment) and its reflection (10%). The knowledge test consists of open or multiple-choice questions (50% of the assessment).
Credits will not be awarded to a student who scores less than 50% on any of the assignments. A minimum score of 60% is required to pass the course.
The grade is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),

E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For the A grade, the student has correctly acquired the knowledge of social psychology, is able to evaluate it critically, apply it, especially in pedagogical practice and connect it with the knowledge of other disciplines, knows the importance of the functioning of individual social-psychological processes and mechanisms, is able to give examples of them as well as to propose recommendations for the effective functioning of the group, the individual in it, and that specifically in relation to the target group.
Grade B will be awarded to the student if he/she has correctly acquired most of the knowledge of social psychology, can critically evaluate it, apply it, especially in pedagogical practice and connect it with the knowledge of other disciplines, knows the significance of the functioning of individual social-psychological processes and mechanisms, can give examples of them as well as propose recommendations for the effective functioning of the group, the individual in it, and that specifically in relation to the target group.
C grade is obtained if the student has correctly acquired the key knowledge of social psychology, can evaluate it, apply it, especially in pedagogical practice and connect it with the knowledge of other disciplines, knows the importance of the functioning of individual social-psychological processes and mechanisms, can give at least in the case of some examples as well as propose recommendations for the effective functioning of the group, the individual in it, and that specifically in relation to the target group.
Grade D will be awarded to the student if he/she has acquired the key knowledge of social psychology, is able to apply it, especially in pedagogical practice and at least partially connect it with the knowledge of other disciplines, knows the importance of the functioning of individual social-psychological processes and mechanisms and is able to give examples of them after being directed.
Grade E will be awarded to a student who is oriented in the basic knowledge and concepts of social psychology and can name areas of its application in everyday life or pedagogical practice, who can at least at a minimal level link the acquired knowledge with the knowledge of other disciplines and who understands the importance of the functioning of individual social-psychological processes and mechanisms, although he/she cannot give specific examples.
A grade of Fx will be awarded to a student who has insufficient knowledge of social psychology and whose results require further work and study.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the Social Psychology course is to inform about the origin, development, and position of social psychology in the system of human sciences and to offer an overview of the most important knowledge and theories. In particular, much attention is paid to the attitudes, motives, behavior, and perceptions of individuals and groups in society and the application of this knowledge in practice.
The student after completing the course:
• can define the basic concepts and methods based on the areas of social psychology research,
• recognizes social psychological mechanisms and phenomena such as social idleness, self-fulfilling prophecy or learned helplessness,
• can give practical examples of these phenomena in school and family settings or in related disciplines,
• can identify the means and methods of socialization and the impact of socio-cultural determination on the individual's psyche, particularly from the perspective of educational practice and the target group,
• applies the knowledge of social psychology to everyday school practice and work not only with the individual but also with the group.

Class syllabus:

Course outcomes of the subject (content):

- Introduction to the study of social psychology: the subject, methods, and history of social psychology.
- Socio-cultural determination of the psyche: man, society, and culture.
- Socialization of the individual: definition of socialization and its nature, means and methods of socialization, theories of socialization.
- Social cognition: perception of others, interpersonal attraction, determinants influencing impression formation, attribution theories.
- Social communication: definition, communication process, non-verbal communication (gestures, facial expressions, spatial positioning, movements, touching, paralinguistics), verbal communication, lies as part of communication
- Attitudes: definition, functions, and structure of attitudes, formation, and change of attitudes, measurement of attitudes.
- Social groups: classification and characteristics of social groups, group influence, group structure and development, group dynamics, group performance, school class as a social group.
- Social interaction: social facilitation and idleness, conformity, obedience, group processes (group polarization, communication, thinking), competence, cooperation, leadership.
- Social behaviour: social norm, prosocial behaviour, aggressive behaviour, mob behaviour, conflicts.
- Practical application of social psychology: application of social psychology, social psychological personality problems of male and female teachers, social psychological training, social psychology, and mental health.

Recommended literature:

Povinná literatúra:

Masaryk, R. (2013). Medzi človekom a ľuďmi. Bratislava: IRIS.

Nolen-Hoeksema, S., Fredrickson, L. B., Loftus, G. R., & Wagenaar, W. A. (2012). Psychologie Atkinsonové a Hilgarda. 3. aktualizované vydání. Portál. Praha.(Kapitola: Sociální chování)

Odporúčaná literatúra:

Hayesová, N. (2011). Základy sociálnej psychológie. Praha: Portál.

Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, L., & Sokolová, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Univerzita Komenského.

Lemešová, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Bratislava: Univerzita Komenského, s. 146-168.

Petrík, J., Uhrecký, B., Popper, M., & Nôtová, L. (2021). Coworking with Roma: Exploration of Slovak majority's cooperation intention using content analyses and networks of free association. Human Affairs, 31(2), 194-211.

Sollárová, E., Slaměník, I., Výrost, J. (2019). Sociální psychologie. Teorie, metody, aplikace. Praha: Grada.

Vybíral, Z. (2015). Lži, polopravdy a pravda v lidské komunikaci. Praha: Portál.

Languages necessary to complete the course:

Slovak, Czech, and English language

Notes:

Past grade distribution
Total number of evaluated students: 797

A	ABS	B	C	D	E	FX
46,42	0,0	28,48	14,43	6,78	2,89	1,0

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 02.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde014/22	Social studies in pre-primary and leisure time education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
1 hour lecture and 1 hour seminar/week, a total of 22 hours per semester; combined method (primarily face-to-face)
scope: 11x2 hours of direct teaching = 22 hours, processing a proposal for a solution to a problem situation = 20 hours, processing the activity proposal of a complete educational activity = 25 hours, preparation for the intermediate test = 18 hours, preparation for the final test = 35 hours. A total of 120 hours of student work.
methods: lecture (used in the presentation of each topic of the subject), discussion of the topic covered (during and after the lecture, a discussion related to the topic is carried out, but students are gradually expected to discuss related topics), application of theoretical knowledge on examples from practice (specifically methodological procedures will be stimuli for finding possibilities for implementation in practice in connection with model situations in both subfields of the educational field, man and society), solving problem tasks by students (used in the topics of pedagogical strategies in the subfield of prosocial education and social environment, where the student is expected to propose and will critically justify the validity of didactic decisions and procedures in child support), e-learning (use of Moodle, as a rule, development of mid-term and final test, insertion of processed outputs).

Number of credits: 4

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The course ends with an assessment, which consists of two ongoing application tasks, a midterm and a final test. A maximum of 40 points can be obtained for ongoing assignments - application outputs, which are part of the management of the student's subject portfolio. Application outputs will include: - processing and presenting a proposal for a solution to a problem situation from the field of prosocial education, will contain the determination of the problem in the form of a detailed description and an approximation of one's own proposal for solving a model situation from the field of prosocial education with justification of the solution procedure in accordance with the selected theory and method - (maximum 15 points), - the design and implementation of an educational activity from the social environment subfield will include a detailed preparation of the educational activity focusing on one of the subfields of the educational field, including the use of the

selected teaching method; the reflection will be related to the student's subjective experience of the implementation of the planned activities of the educational activity and will include the selection of a documented output (photo, material product) - (maximum 25 points).
The mid-term test will verify the level of mastery of the content of introductory topics related to prosocial education and the concepts of its support in preschool and younger school age. A student can get a maximum of 20 points for a mid-term test. The final test will verify the level of mastery of the subject content, professional terminology, linking of theoretical and application levels linked to the complex issues of the educational field of man and society. A student can get a maximum of 40 points for the completed final test.
The rating is given on a scale:
A (100-93 points, excellent - excellent results) - the student masters the theory, understands the theoretical starting points and their connections, applies understanding in presenting didactic decisions and methodological procedures, can critically justify the presented approaches,
B (92-85 points, very good - above average standard) - the student has mastered the theory, understanding of the theoretical starting points and their connections, there are minimal inaccuracies when justifying the application proposals,
C (84-77 points, good - ordinary reliable work) - the student masters the theory, understanding the theoretical starting points, the lower level is manifested in the understanding of the context in the context of the application proposals of the educational activity and the solution of the problem situation,
D (76-69 points, satisfactory - acceptable results) - the student does not fully master the theory, significant inaccuracies occur in the application of didactic decisions and methodological procedures,
E (68-60 points, sufficient - the results meet the minimum criteria) - the student achieves a low level with significant inaccuracies in the knowledge and application of didactic and methodological procedures,
Fx (59-0 points, insufficient - additional work is required) - the student's knowledge and skills are below the threshold of meeting the minimum criteria for awarding a successful assessment.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The main goal of the subject is for the student to acquire the knowledge necessary to know and understand the child's development in the educational field of man and society (prosocial education and social environment) in the period of preschool and younger school age. Based on an understanding of the subject matter, the student can make adequate didactic decisions and methodical procedures in the form of demonstrable skills and competences to develop the child's orientation in the close social environment in temporal, spatial, social and interpersonal relationships.
After completing the course, the student will acquire the following knowledge:
- knows the currently valid curriculum for pre-primary and primary education in the area of man and society and its compatibility with the kindergarten educational program and
- the educational program of the children's school club,
- knows the developmental characteristics of a child of preschool and younger school age with an emphasis on cognitive and social-emotional areas,
- knows the concepts of moral, social development and interpersonal understanding,
- understands the interrelationship of developmental limits and the level of the social-emotional area,
- knows the types of learning and the principles of a child's learning,
- knows methods aimed at developing prosocial education and social environment,

- knows organizational forms and forms of daily activities, where prosocial education and issues related to the social environment are primarily developed,
- differentiates and can justify the choice of individual methods in the development of prosocial education and social environment.

After completing the subject, the student will acquire the following skills:
- can create pictograms for class rules,
- can create a didactic aid or a concrete output of the concept-image mapping method and a monthly calendar as part of the design of an educational activity related to one of the subfields (orientation in time and surroundings, traffic education, national awareness, geography of the area, history of the area).

After completing the subject, the student will acquire the following competencies, including transferable skills:
- can project the methodical procedure of the selected method of developing prosocial education and the selected method of developing the social environment within the framework of micro output,
- can apply different approaches to solving social theses in pre-primary and leisure education,
- applies interpersonal competences,
- applies communication skills and critical thinking (can present proposals, discuss, critically assess and justify proposals for didactic procedures in the educational field),
- can synthesize subject content by connecting related topics and think in context.

Class syllabus:

Course outcomes of subject (content):
- Social studies as part of curriculum documents. Characteristics of the educational field Man and society - content knowledge of the social environment and prosocial education in kindergarten. Characteristics of the educational field man and society, man and nature, man and values and its content with regard to the implementation of educational activities in the children's school club. The form of children's cognition of social reality.
- Content of the educational field prosocial education. Form of social interaction. Pedagogical applications of concepts: moral development and development of understanding of rules by J. Piaget, development of moral reasoning by L. Kohlberg, interpersonal understanding by R. Selman, social development of personality by E. Erikson.
- Social interaction, social learning and decentration. Rule-making method, voting method, social and moral discussion method, role-play method focusing on pro-social education - examples from practice. Continuous test.
- Types of learning. A child's learning. Principles of children's cognition.
- Realities from the time aspect. The specificity of developing time orientation in a preschool child. Monthly calendar method - examples from practice.
- Social realities with a focus on traffic education, social realities with a focus on the region and the dominant features of the country. Application of selected methods in teaching in learning about the social environment. Concept-image mapping method - examples from practice.
- Pedagogical strategies of a kindergarten teacher and educator in the school children's club. Organizational forms and forms of daily activities.
- Presentation of processed interim outputs from the area of prosocial education and social environment - reflection and critical analysis of students in the subject areas.

Recommended literature:

Odporúčaná literatúra:

Gašparová, M. (2012). Osobitosti aplikácie prírodných a kultúrno-spoločenských reálií v primárnom vzdelávaní. s. 419-439. Dostupné na: https://docplayer.pl/21410884-Osobitosti-aplikacie-prirodnych-a-kulturno-spolocenskych-realii-v-primarnom-vzdelavani.html

Kolláriková, Z., Pupala, B. Predškolská a primárna pedagogika. Praha: Portál, 2001. (vybrané kapitoly)
Piaget, J., Inhelderová, H. Psychológia dieťaťa. Bratislava: SOFA, 1999.
Kožuchová, M., Belešová, M. 2020. Človek a spoločnosť. In: Kožuchová M. a kol. Kurikulum primárneho vzdelávania. Bratislava: Univerzita Komenského, s. 181-206.
Višňovská, M. Človek a spoločnosť. [online]. Bratislava: ŠPÚ, 2016. Dostupné na: http://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/zrevidovane_clovek_spolocnost_na_zverejnenie.pdf
Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Štátny vzdelávací program pre primárne vzdelávanie -1. stupeň základnej školy.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 797

A	ABS	B	C	D	E	FX
32,62	0,0	37,14	23,09	5,65	0,88	0,63

Lecturers: doc. PaedDr. Blanka Kožík Lehotayová, PhD., PaedDr. Eva Pupíková, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde014/22	Social studies in pre-primary and leisure time education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
1 hour lecture and 1 hour seminar/week, a total of 22 hours per semester; combined method (primarily face-to-face)
scope: 11x2 hours of direct teaching = 22 hours, processing a proposal for a solution to a problem situation = 20 hours, processing the activity proposal of a complete educational activity = 25 hours, preparation for the intermediate test = 18 hours, preparation for the final test = 35 hours. A total of 120 hours of student work.
methods: lecture (used in the presentation of each topic of the subject), discussion of the topic covered (during and after the lecture, a discussion related to the topic is carried out, but students are gradually expected to discuss related topics), application of theoretical knowledge on examples from practice (specifically methodological procedures will be stimuli for finding possibilities for implementation in practice in connection with model situations in both subfields of the educational field, man and society), solving problem tasks by students (used in the topics of pedagogical strategies in the subfield of prosocial education and social environment, where the student is expected to propose and will critically justify the validity of didactic decisions and procedures in child support), e-learning (use of Moodle, as a rule, development of mid-term and final test, insertion of processed outputs).

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The course ends with an assessment, which consists of two ongoing application tasks, a midterm and a final test. A maximum of 40 points can be obtained for ongoing assignments - application outputs, which are part of the management of the student's subject portfolio. Application outputs will include: - processing and presenting a proposal for a solution to a problem situation from the field of prosocial education, will contain the determination of the problem in the form of a detailed description and an approximation of one's own proposal for solving a model situation from the field of prosocial education with justification of the solution procedure in accordance with the selected theory and method - (maximum 15 points), - the design and implementation of an educational activity from the social environment subfield will include a detailed preparation of the educational activity focusing on one of the subfields of the educational field, including the use of the

selected teaching method; the reflection will be related to the student's subjective experience of the implementation of the planned activities of the educational activity and will include the selection of a documented output (photo, material product) - (maximum 25 points).
The mid-term test will verify the level of mastery of the content of introductory topics related to prosocial education and the concepts of its support in preschool and younger school age. A student can get a maximum of 20 points for a mid-term test. The final test will verify the level of mastery of the subject content, professional terminology, linking of theoretical and application levels linked to the complex issues of the educational field of man and society. A student can get a maximum of 40 points for the completed final test.
The rating is given on a scale:
A (100-93 points, excellent - excellent results) - the student masters the theory, understands the theoretical starting points and their connections, applies understanding in presenting didactic decisions and methodological procedures, can critically justify the presented approaches,
B (92-85 points, very good - above average standard) - the student has mastered the theory, understanding of the theoretical starting points and their connections, there are minimal inaccuracies when justifying the application proposals,
C (84-77 points, good - ordinary reliable work) - the student masters the theory, understanding the theoretical starting points, the lower level is manifested in the understanding of the context in the context of the application proposals of the educational activity and the solution of the problem situation,
D (76-69 points, satisfactory - acceptable results) - the student does not fully master the theory, significant inaccuracies occur in the application of didactic decisions and methodological procedures,
E (68-60 points, sufficient - the results meet the minimum criteria) - the student achieves a low level with significant inaccuracies in the knowledge and application of didactic and methodological procedures,
Fx (59-0 points, insufficient - additional work is required) - the student's knowledge and skills are below the threshold of meeting the minimum criteria for awarding a successful assessment.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The main goal of the subject is for the student to acquire the knowledge necessary to know and understand the child's development in the educational field of man and society (prosocial education and social environment) in the period of preschool and younger school age. Based on an understanding of the subject matter, the student can make adequate didactic decisions and methodical procedures in the form of demonstrable skills and competences to develop the child's orientation in the close social environment in temporal, spatial, social and interpersonal relationships.
After completing the course, the student will acquire the following knowledge:
- knows the currently valid curriculum for pre-primary and primary education in the area of man and society and its compatibility with the kindergarten educational program and
- the educational program of the children's school club,
- knows the developmental characteristics of a child of preschool and younger school age with an emphasis on cognitive and social-emotional areas,
- knows the concepts of moral, social development and interpersonal understanding,
- understands the interrelationship of developmental limits and the level of the social-emotional area,
- knows the types of learning and the principles of a child's learning,
- knows methods aimed at developing prosocial education and social environment,

- knows organizational forms and forms of daily activities, where prosocial education and issues related to the social environment are primarily developed,
- differentiates and can justify the choice of individual methods in the development of prosocial education and social environment.

After completing the subject, the student will acquire the following skills:
- can create pictograms for class rules,
- can create a didactic aid or a concrete output of the concept-image mapping method and a monthly calendar as part of the design of an educational activity related to one of the subfields (orientation in time and surroundings, traffic education, national awareness, geography of the area, history of the area).

After completing the subject, the student will acquire the following competencies, including transferable skills:
- can project the methodical procedure of the selected method of developing prosocial education and the selected method of developing the social environment within the framework of micro output,
- can apply different approaches to solving social theses in pre-primary and leisure education,
- applies interpersonal competences,
- applies communication skills and critical thinking (can present proposals, discuss, critically assess and justify proposals for didactic procedures in the educational field),
- can synthesize subject content by connecting related topics and think in context.

Class syllabus:

Course outcomes of subject (content):
- Social studies as part of curriculum documents. Characteristics of the educational field Man and society - content knowledge of the social environment and prosocial education in kindergarten. Characteristics of the educational field man and society, man and nature, man and values and its content with regard to the implementation of educational activities in the children's school club. The form of children's cognition of social reality.
- Content of the educational field prosocial education. Form of social interaction. Pedagogical applications of concepts: moral development and development of understanding of rules by J. Piaget, development of moral reasoning by L. Kohlberg, interpersonal understanding by R. Selman, social development of personality by E. Erikson.
- Social interaction, social learning and decentration. Rule-making method, voting method, social and moral discussion method, role-play method focusing on pro-social education - examples from practice. Continuous test.
- Types of learning. A child's learning. Principles of children's cognition.
- Realities from the time aspect. The specificity of developing time orientation in a preschool child. Monthly calendar method - examples from practice.
- Social realities with a focus on traffic education, social realities with a focus on the region and the dominant features of the country. Application of selected methods in teaching in learning about the social environment. Concept-image mapping method - examples from practice.
- Pedagogical strategies of a kindergarten teacher and educator in the school children's club. Organizational forms and forms of daily activities.
- Presentation of processed interim outputs from the area of prosocial education and social environment - reflection and critical analysis of students in the subject areas.

Recommended literature:

Odporúčaná literatúra:

Gašparová, M. (2012). Osobitosti aplikácie prírodných a kultúrno-spoločenských reálií v primárnom vzdelávaní. s. 419-439. Dostupné na: https://docplayer.pl/21410884-Osobitosti-aplikacie-prirodnych-a-kulturno-spolocenskych-realii-v-primarnom-vzdelavani.html

Kolláriková, Z., Pupala, B. Predškolská a primárna pedagogika. Praha: Portál, 2001. (vybrané kapitoly)
Piaget, J., Inhelderová, H. Psychológia dieťaťa. Bratislava: SOFA, 1999.
Kožuchová, M., Belešová, M. 2020. Človek a spoločnosť. In: Kožuchová M. a kol. Kurikulum primárneho vzdelávania. Bratislava: Univerzita Komenského, s. 181-206.
Višňovská, M. Človek a spoločnosť. [online]. Bratislava: ŠPÚ, 2016. Dostupné na: http://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/zrevidovane_clovek_spolocnost_na_zverejnenie.pdf
Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Štátny vzdelávací program pre primárne vzdelávanie -1. stupeň základnej školy.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 797

A	ABS	B	C	D	E	FX
32,62	0,0	37,14	23,09	5,65	0,88	0,63

Lecturers:

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde016/22	Somatic development of a child

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form
2 hours of lecture per week, total 22 hours per semester, combined method (primarily face-to-face)
Student workload:
11x2 hours of direct teaching = 22 hours; 20 hours of independent study on the issue of the age characteristics of the individual organ systems of the child within the framework of ontogenetic development and their suitability for the child's physical and mental load in the educational process of the pupil's education; 20 hours of analysis of study materials on methods of assessment and diagnosis of the child's somatic development; 18 hours of processing protocols from the evaluation and diagnosis of the child's somatic development and its analysis for the needs of preparing the educational process of pre-primary and primary education; 40 hours of preparation for the continuous written assessment.
A total of 120 hours of student work.
Teaching methods: lecture, discussion of the discussed topic; application of theoretical knowledge on practical examples

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The subject is finished:
a) an ongoing written assessment with a maximum of 80 points aimed at checking knowledge and understanding of the child's developmental characteristics and factors that affect the child's somatic and physiological development and which can be the causes of pathological growth and at the same time the consequences of a lower level of the child's ability to manage the educational process of school education; checking of the knowledge and use of methods that evaluate and diagnose physiologically healthy, or pathological somatic growth and development of the child and ultimately about the issue of prevention and protection of the child's health in all its components of the bio-psycho-social nature of the child's development
b) by developing protocols for evaluation and diagnosis of somatic development with a maximum of 20 points as a form of the ability to apply theoretical knowledge about physiologically healthy, or pathological somatic development of the child into pedagogical practice

At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be granted to a student who gets less than 40 points from the written mid-term examination and does not prepare a protocol for evaluating and diagnosing the child's somatic development. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.
The rating is given on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student has an excellent command of knowledge of the physiologically healthy somatic development of a child and knows very well which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of school education , critically evaluates the adequacy of the demands of the educational process on the child's physical and mental performance, the student knows how to apply methods of assessment and diagnosis of somatic development on practical examples and can apply them in the upbringing and education of children of preschool and younger school age
B (90-81%, very good - above average standard), very good performance, the student has a very good command of knowledge of the physiologically healthy somatic development of a child, knows very well which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of school education, but critical thinking in the area of assessing the adequacy of the demands of the educational process on the child's physical and mental performance is borderline, but the student can apply the methods of assessment and diagnosis of somatic development on practical examples and can apply them in the upbringing and education of children of preschool and younger school age
C (80-73%, good - normal reliable work), good performance, although the student has a good command of knowledge of the physiologically healthy somatic development of the child, he knows well which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of the school student education, but critical thinking in the area of evaluating the adequacy of the demands of the educational process on the child's physical and mental performance is absent, but he can partially apply the methods of evaluating and diagnosing somatic development on practical examples and can apply them in the upbringing and education of children of preschool and younger school age
D (72-66%, satisfactory - acceptable results), satisfactory performance, the student partly controls the knowledge of the physiologically healthy somatic development of the child and partly knows which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of school education, critical thinking in the area of assessing the adequacy of the demands of the educational process on the child's physical and mental performance is absent, but he is able to apply methods of assessment and diagnosis of somatic development in the form of practical examples and apply them in the education and training of children of preschool and younger school age only partially
E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student has minimal knowledge of the physiologically healthy somatic development of the child, and likewise minimally knows which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of the pupil's school education, critical thinking in the area of assessing the adequacy of the demands of the educational process on the child's physical and mental performance is absent and he is able to apply the methods of assessment and diagnosis of somatic development in the form of practical examples and apply them in the upbringing and education of children of preschool and younger school age only partially
Fx (59-0%, insufficient - additional work is required), insufficient performance, the student does not sufficiently master basic knowledge of the physiologically healthy somatic development of a child,

at the same time, he does not sufficiently know which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of the pupil's school education, nor he is able to critically evaluate the adequacy of the demands of the educational process on the child's physical and mental performance, and he is not able to apply the methods of assessment and diagnosis of somatic development in the form of practical examples and apply them in the upbringing and education of children of preschool and younger school age

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:

After completing the course, students should have knowledge of the biological laws of growth and development processes and the factors that determine them. They will acquire knowledge about the integrated bio-psycho-social essence of the human organism. They will understand the temporal-spatial succession and interdependence of changes in the structure and function of the human organism. They become familiar with critical developmental periods and risk factors that disrupt physiological growth and development. They will understand the principles of regulation and adaptation of the organism in the context of environmental influences. At the same time, students will strengthen their mathematical skills and analytical skills in the creation of protocols for evaluating the child's somatic development. Through the course, students will ultimately gain the ability to evaluate the adequacy of the demands of the educational process on the child's physical and mental performance in relation to the level of his biological maturity.

Class syllabus:

Course outcomes of subject (content):

1. Defining ontogenesis. Progressive and regressive changes with age. Biological explanation of the concepts of growth and development. Laws of growth and development. Typical and atypical growth and development. (the student can distinguish between physiologically healthy and pathological somatic development of a child for the needs of applying knowledge in the upbringing and education of children, in the form of effective cooperation with special educators, psychologists and other experts from practice)
2. Factors determining growth and development: genetic, neurohormonal, environmental factors. Genetic factors: heredity, mutations - gene, chromosome aberrations. Mutagens and teratogens. Mutations. Chromosome aberrations. (the student controls and knows the internal endogenous factors of the environment that determine the hereditary predisposition of the child, so that it can be able to handle the demands of the educational process on the mental and physical burden of the organism)
3. Environmental factors. Definition of environment, external, internal environment. Neurohormonal regulation. The importance of nervous and hormonal regulation as a mechanism of biological adaptation. Determination of growth and development processes by environmental factors. Nutrition. Maternal factors. Climatic and geographical factors. Socio-economic level. Morbidity. (the student controls which of the factors affect the somatic development of the child and which may be the consequences of the child's lower ability to manage the educational process of the pupil's school education)
4. Ontogenetic development. Division of ontogeny: biological definition of individual periods. Prenatal, perinatal, postnatal period. Prenatal period - formation and development of the embryo (pregnancy), importance of the placenta. Environmental risk factors endangering prenatal development. Perinatal period. Childbirth, risk newborn. Postnatal period - characteristics of the newborn, infant, toddler, preschool, younger and older school age periods from the aspect of somatic changes (growth, motor development) and the risks of developmental disturbances. A brief overview of the anatomy and physiology of organ systems. (the student distinguishes the age

characteristics of individual systems in individual periods of ontogenesis and knows how to use and apply these characteristics in the practice of school education)
5. Methods of assessing physical growth and development, determining biological maturity. Adequacy of demands of the educational process on the child's physical and mental performance - Biological rhythms. Dynamic stereotype. Fatigue and recovery of work activity. (the student can diagnose the level of development of children of preschool and younger school age, critically evaluate the adequacy of the demands of the educational process on the physical and mental performance of the child and, based on the diagnosis, propose and implement an appropriate intervention)
6. Pathologically altered growth and development. Prevention of disorders of somatic development - primary, secondary, tertiary. (the student knows how to prevent pathologically altered growth and development in its beginnings, and knows the basics of prevention and protection of the child's health in all its components of the bio-psycho-social essence of the child's development)

Recommended literature:
Odporúčaná literatúra:
FUCHSOVÁ, M. Somatický vývin dieťaťa a jeho poruchy s využitím vzdelávacích moderných technológií. 1. vyd. – Bratislava: Univerzita Komenského v Bratislave, 2020. – 145 s. ISBN 978-80-223-4812-6
DROBNÝ, I. DROBNÁ, M. Biológia dieťaťa pre špeciálnych pedagógov II. 3. vyd. Bratislava: Pedagogická fakulta UK, 2000. ISBN 80-223-1962-7
MACHOVÁ, J. Biologie člověka pro učitele. Praha: Karolinum, 2008. ISBN 80-7184-867-0

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 1028

A	ABS	B	C	D	E	FX
28,7	0,0	19,36	19,36	14,3	14,69	3,6

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde016/22	Somatic development of a child

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form
2 hours of lecture per week, total 22 hours per semester, combined method (primarily face-to-face)
Student workload:
11x2 hours of direct teaching = 22 hours; 20 hours of independent study on the issue of the age characteristics of the individual organ systems of the child within the framework of ontogenetic development and their suitability for the child's physical and mental load in the educational process of the pupil's education; 20 hours of analysis of study materials on methods of assessment and diagnosis of the child's somatic development; 18 hours of processing protocols from the evaluation and diagnosis of the child's somatic development and its analysis for the needs of preparing the educational process of pre-primary and primary education; 40 hours of preparation for the continuous written assessment.
A total of 120 hours of student work.
Teaching methods: lecture, discussion of the discussed topic; application of theoretical knowledge on practical examples

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The subject is finished:
a) an ongoing written assessment with a maximum of 80 points aimed at checking knowledge and understanding of the child's developmental characteristics and factors that affect the child's somatic and physiological development and which can be the causes of pathological growth and at the same time the consequences of a lower level of the child's ability to manage the educational process of school education; checking of the knowledge and use of methods that evaluate and diagnose physiologically healthy, or pathological somatic growth and development of the child and ultimately about the issue of prevention and protection of the child's health in all its components of the bio-psycho-social nature of the child's development
b) by developing protocols for evaluation and diagnosis of somatic development with a maximum of 20 points as a form of the ability to apply theoretical knowledge about physiologically healthy, or pathological somatic development of the child into pedagogical practice

At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be granted to a student who gets less than 40 points from the written mid-term examination and does not prepare a protocol for evaluating and diagnosing the child's somatic development. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.
The rating is given on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student has an excellent command of knowledge of the physiologically healthy somatic development of a child and knows very well which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of school education , critically evaluates the adequacy of the demands of the educational process on the child's physical and mental performance, the student knows how to apply methods of assessment and diagnosis of somatic development on practical examples and can apply them in the upbringing and education of children of preschool and younger school age
B (90-81%, very good - above average standard), very good performance, the student has a very good command of knowledge of the physiologically healthy somatic development of a child, knows very well which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of school education, but critical thinking in the area of assessing the adequacy of the demands of the educational process on the child's physical and mental performance is borderline, but the student can apply the methods of assessment and diagnosis of somatic development on practical examples and can apply them in the upbringing and education of children of preschool and younger school age
C (80-73%, good - normal reliable work), good performance, although the student has a good command of knowledge of the physiologically healthy somatic development of the child, he knows well which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of the school student education, but critical thinking in the area of evaluating the adequacy of the demands of the educational process on the child's physical and mental performance is absent, but he can partially apply the methods of evaluating and diagnosing somatic development on practical examples and can apply them in the upbringing and education of children of preschool and younger school age
D (72-66%, satisfactory - acceptable results), satisfactory performance, the student partly controls the knowledge of the physiologically healthy somatic development of the child and partly knows which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of school education, critical thinking in the area of assessing the adequacy of the demands of the educational process on the child's physical and mental performance is absent, but he is able to apply methods of assessment and diagnosis of somatic development in the form of practical examples and apply them in the education and training of children of preschool and younger school age only partially
E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student has minimal knowledge of the physiologically healthy somatic development of the child, and likewise minimally knows which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of the pupil's school education, critical thinking in the area of assessing the adequacy of the demands of the educational process on the child's physical and mental performance is absent and he is able to apply the methods of assessment and diagnosis of somatic development in the form of practical examples and apply them in the upbringing and education of children of preschool and younger school age only partially
Fx (59-0%, insufficient - additional work is required), insufficient performance, the student does not sufficiently master basic knowledge of the physiologically healthy somatic development of a child,

at the same time, he does not sufficiently know which of the environmental factors are the causes of pathological growth as a result of the child's lower ability to manage the educational process of the pupil's school education, nor he is able to critically evaluate the adequacy of the demands of the educational process on the child's physical and mental performance, and he is not able to apply the methods of assessment and diagnosis of somatic development in the form of practical examples and apply them in the upbringing and education of children of preschool and younger school age

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:

After completing the course, students should have knowledge of the biological laws of growth and development processes and the factors that determine them. They will acquire knowledge about the integrated bio-psycho-social essence of the human organism. They will understand the temporal-spatial succession and interdependence of changes in the structure and function of the human organism. They become familiar with critical developmental periods and risk factors that disrupt physiological growth and development. They will understand the principles of regulation and adaptation of the organism in the context of environmental influences. At the same time, students will strengthen their mathematical skills and analytical skills in the creation of protocols for evaluating the child's somatic development. Through the course, students will ultimately gain the ability to evaluate the adequacy of the demands of the educational process on the child's physical and mental performance in relation to the level of his biological maturity.

Class syllabus:

Course outcomes of subject (content):

1. Defining ontogenesis. Progressive and regressive changes with age. Biological explanation of the concepts of growth and development. Laws of growth and development. Typical and atypical growth and development. (the student can distinguish between physiologically healthy and pathological somatic development of a child for the needs of applying knowledge in the upbringing and education of children, in the form of effective cooperation with special educators, psychologists and other experts from practice)
2. Factors determining growth and development: genetic, neurohormonal, environmental factors. Genetic factors: heredity, mutations - gene, chromosome aberrations. Mutagens and teratogens. Mutations. Chromosome aberrations. (the student controls and knows the internal endogenous factors of the environment that determine the hereditary predisposition of the child, so that it can be able to handle the demands of the educational process on the mental and physical burden of the organism)
3. Environmental factors. Definition of environment, external, internal environment. Neurohormonal regulation. The importance of nervous and hormonal regulation as a mechanism of biological adaptation. Determination of growth and development processes by environmental factors. Nutrition. Maternal factors. Climatic and geographical factors. Socio-economic level. Morbidity. (the student controls which of the factors affect the somatic development of the child and which may be the consequences of the child's lower ability to manage the educational process of the pupil's school education)
4. Ontogenetic development. Division of ontogeny: biological definition of individual periods. Prenatal, perinatal, postnatal period. Prenatal period - formation and development of the embryo (pregnancy), importance of the placenta. Environmental risk factors endangering prenatal development. Perinatal period. Childbirth, risk newborn. Postnatal period - characteristics of the newborn, infant, toddler, preschool, younger and older school age periods from the aspect of somatic changes (growth, motor development) and the risks of developmental disturbances. A brief overview of the anatomy and physiology of organ systems. (the student distinguishes the age

characteristics of individual systems in individual periods of ontogenesis and knows how to use and apply these characteristics in the practice of school education)
5. Methods of assessing physical growth and development, determining biological maturity. Adequacy of demands of the educational process on the child's physical and mental performance - Biological rhythms. Dynamic stereotype. Fatigue and recovery of work activity. (the student can diagnose the level of development of children of preschool and younger school age, critically evaluate the adequacy of the demands of the educational process on the physical and mental performance of the child and, based on the diagnosis, propose and implement an appropriate intervention)
6. Pathologically altered growth and development. Prevention of disorders of somatic development - primary, secondary, tertiary. (the student knows how to prevent pathologically altered growth and development in its beginnings, and knows the basics of prevention and protection of the child's health in all its components of the bio-psycho-social essence of the child's development)

Recommended literature:
Odporúčaná literatúra:
FUCHSOVÁ, M. Somatický vývin dieťaťa a jeho poruchy s využitím vzdelávacích moderných technológií. 1. vyd. – Bratislava: Univerzita Komenského v Bratislave, 2020. – 145 s. ISBN 978-80-223-4812-6
DROBNÝ, I. DROBNÁ, M. Biológia dieťaťa pre špeciálnych pedagógov II. 3. vyd. Bratislava: Pedagogická fakulta UK, 2000. ISBN 80-223-1962-7
MACHOVÁ, J. Biologie člověka pro učitele. Praha: Karolinum, 2008. ISBN 80-7184-867-0

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 1028

A	ABS	B	C	D	E	FX
28,7	0,0	19,36	19,36	14,3	14,69	3,6

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde302/22	Summer sport games

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
A seminar 2 hours per week, for a total of 22 hours per semester, combined form (primarily full-time).
Student workload: 11x2 hours of direct teaching = 22 hours; 18 hours preparing the student for the first intermediate assignment-seminar paper; 18 hours preparing the student for the second intermediate assignment-presentation of the project; 32 hours preparing the student for the final test.
Total 90 hours of student work.
Methods of education: lecture; explanation; discussion and interaction of the teacher with the students on the discussed topic; teaching based on practical experience; method of group work; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination skills, method of developing joint mobility and flexibility in activities related to summer sports games.
Credits: 3
Recommended semester: 4th - 5th semester
Degree of study/educational level: 1st

Number of credits: 3

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. During the semester, the student will submit a term paper (preparing a lesson from the Summer Sports Games) worth 20 points. In addition, the student will complete a project presentation focused on teaching a lesson dealing with the development of basic locomotion worth 20 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points on the knowledge acquired throughout the semester.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-(excellent), the student has an excellent command of the theoretical knowledge of summer sports games in pre-primary and primary education and can apply it to practical activities, the student can react promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the problem addressed, the student can present the teaching of a lesson on summer sports games at a high level, the student's oral and written expression is correct, correct, grammatically flawless and creative.
B-(very good), the student has a very good command of the theoretical knowledge of summer sports games in pre-primary and primary education and can apply it to activities with minor deficiencies, the student can respond well during lectures to the teacher's questions and tasks, the student is active and proactive and responds to questions on the problem addressed, the student can present the teaching of a lesson on summer sports games very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his/her activities are of good quality, with minor shortcomings.
C-(good), the student has a good command of the theoretical knowledge of summer sports games in pre-primary and primary education, and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the topic with minor problems, he/she can present well the lesson of summer sports games with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.
D-(satisfactory), the student has a satisfactory knowledge of the theoretical knowledge of summer sports games in pre-primary and primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present a lesson on summer sports games at a satisfactory level with shortcomings, the student's oral and written expression has some inaccuracies and also major shortcomings.
E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of summer sports games in pre-primary and primary education, which is at a weak level and with difficulties he/she can apply it to practical activities, he/she responds to the teacher's prompts with inaccuracies, the student himself is not active and initiative, he does not ask questions on the issue addressed, the student can present a lesson of summer sports games at a very weak level with major shortcomings, the student's oral and written expression has more serious inaccuracies and shortcomings.
Fx-(Insufficient), the student's work does not meet the requirements for passing the course in any of the prerequisites and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire adequate theoretical knowledge, skills and competences related to the profession of pre-primary and primary education teacher in educational activities focused on physical exercises related to summer sports games. They have acquired knowledge of the educational field of Health and Movement, where they can design and implement educational activities. They will expand their knowledge in connection with didactical reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social

development and developmental characteristics of the preschool and younger school-age child, which they can apply to the physical education process, respecting the intensity of the load in relation to children's health and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in educational and administrative activities in connection with physical activities. Students will acquire the competences of teacher's work in the field of organisation and management of educational activities focused on physical exercises with summer sports games at school and in extracurricular sports organisations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice considering the wider societal implications in relation to summer sports games. Students will be able to identify and evaluate the ethical, social and other contexts of issues addressed in physical education in pre-primary and primary education. They will be able to relate theoretical knowledge of physical education related to summer sports games to practice.

Class syllabus:

Course outcomes of subject (content):

The curriculum of the Summer Sports Games course is designed so that after its practical teaching, students are able to apply theoretical knowledge to the practical context of the teaching profession from physical exercises related to summer sports games to practice. The students master the professional content of the lectures and have acquired the terminology of physical exercises from the practical parts of the lessons of the subject. They are familiar with appropriate pedagogical research methods to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in pre-primary and primary education. Students are able to expand their knowledge, competencies and skills of physical exercises related to summer sports games throughout their life. They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the Summer Sports Games course will enable them to form the basis of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project for the preparation of a lesson with Summer Sports Games. They will be professionally and methodologically competent to teach the subjects of the educational area Health and Movement. Students will be able to independently acquire, classify, process and effectively use new knowledge, apply it to the educational process focused on physical exercises with summer sports games for preschool and younger school-age children.

- Introduction to Summer Sports Games. History, characteristics, importance and position of summer sports games in the framework of physical and sports education in primary education. Characterize the basic concepts related to summer sports games - movement game, sports game, player, teammate, opponent, captain, referee, attacker, offense, offensive activity, defender, defense, defensive activity, playground (playing area, playing surface), center line, goal, playing equipment (ball, net, stones, cones, sticks, leaves, trees, stumps). Outdoor and seasonal movement activities.
- Exercises and games aimed at familiarising with the aquatic environment. Introduction to games with demonstration and subsequent implementation of games: Games to get acquainted with the water (Ducks, Geese, Waterman, Fishermen and Fish, Sea surf, Mowing the corn, Gate, Walking polo), Games to practise splashing (Mushroom, Jellyfish, Plane, Locomotive, Torpedo), Games to practice breathing (Hot Soup, Pumps, Saws, Ladder, Hot Spring), Games to practice orientation in the water (Counting Fingers, Jumping into the water on your feet, Fighting Riders, Tunnel Ride). Jumping into the water from different positions, practicing the technique of one swimming way, swimming way (crawl, sign, breaststroke), starting jump, flip.

- Walking and its different types and methods with respect to surface and terrain. The basic motor skill of man is walking, its approximation. Acquiring the basic sensations, correct posture. Examples and implementation of practical exercises. Walking on the rope with the feet turned out. Walking in nature with crossing obstacles. Walking in the crowd behind the teacher. Walking with ascending and descending in uneven terrain (on dirt roads and fields, walking in the woods, walking uphill and downhill). Walking according to a certain rhythm (alternating steps forward and backward). Managing to move safely by walking in different spaces and conditions. Overcoming different terrain unevenness by moving. Explain the importance and principles of protecting nature during physical activities in it. Basic safety rules for walking and being outdoors for young school-age children. Walking games in nature.
- Hiking - its types and forms. Hiking equipment, hiking trail, hiking sign, hiking map, measuring on the map and measuring in the field, orientation and determining cardinal points in nature, a bouzola and a compass, bearing and its use, camping and camp buildings, cooking and using fire in nature, fireplace and campfire, principles of safety when moving and staying in nature, principles and importance of hardening off in nature in all seasons and weather conditions.
- Riding, games and competitions on scooter, bicycle. Accessories and compulsory equipment for bicycles and scooters. Basic rules of cycling and scooter riding. Approach, demonstration and subsequent implementation. Games focusing on riding, overtaking and turning. Basic maintenance, clothing and footwear. Riding and sitting technique. Pedalling techniques, cornering, uphill and downhill riding, braking. Cycling in the countryside and cycling. To master the basic motor skills of scooter and bicycle riding and apply them in games and competitions at school and in leisure at home and in the countryside.
- Basic simplified rules of summer sports games and fair-play rule. Movement games at school and outdoors. Introduction to the rules of the various summer movement and sports games. Honesty and sportsmanship on the field.
- Basic defensive and offensive game activities of the individual used in summer sports games. Name the basic game activities of an individual. Explain the following defensive and offensive game actions of an individual: ball handling, passing, throwing, shooting, scoring. Practical demonstrations on the field for each sport. Apply in the game the agreed rules and respect them.
- Preparatory sports games focused on football. Explanation of the basic rules of football, practical demonstrations of the basic game activities and the game itself on the field. Playing football in teams. Tournament - team competition.
- Preparatory sports games focused on volleyball. Explanation of the basic rules of volleyball, practical demonstrations of the basic game activities and the game itself on the court. Playing volleyball in teams. Tournament - team competition.
- Preparatory sports games focused on dodgeball. Explanation of the basic rules of dodgeball and practical demonstrations of the basic game activities and the game itself on the court. Team play in dodgeball. Tournament - competition of teams.
- Preparation and presentation of an educational activity focusing on the Summer Sports Games. On the basis of the acquired knowledge, knowledge, experience and skills - to prepare and present a lesson on the Summer Sports Games in the primary education of pupils in primary school.

Recommended literature:

Odporúčaná literatúra:

CHÂTELET, A., GROSLIER, B. P. Svetové dejiny umenia. Maliarstvo, sochárstvo, architektúra, úžitkové umenie. Larousse, Ottovo nakladatelství. 2004. ISBN 2-03-509306-6.
GOMBRICH, E. H. Příběh umění. Praha: Odeon. 1992. ISBN 80-207-0416
BARTKO, O. Farba a jej použitie. Bratislava: SPN-Mladé letá, 2004. ISBN 80-10-00654-8.
CIKÁNOVÁ, K. Malujte si s námi. Praha: AVENTINUM, 1993. ISBN 80-7151-732-1.

LACOVÁ, K. Výtvarná výchova netradične. Bratislava: Medodicko-pedagogické centrum, 2007, Dostupné na: https://www.iuventa.sk.
MEGLIN, N., MEGLINOVÁ, D. Kreslení jako cesta k sebavyjadření. Praha: Portál, 1992. ISBN 80-7178-446-X.
DICKINSOVÁ, R. Maľujeme podľa veľkých majstrov. Junior, 2007. ISBN 978-80-7146-857-8.
SMITH, R. Encyklopedie výtvarných technik a materiálů. Praha: Slovart, 2000. ISBN 80-7209-245-6.
WRIGHT, M. Úvod do pastelu. Bratislava: Slovart, 2001. ISBN 80-7118-326-1.

Languages necessary to complete the course:
Slovak language.

Notes:

Past grade distribution
Total number of evaluated students: 213

A	ABS	B	C	D	E	FX
53,99	0,0	39,91	3,29	0,0	0,94	1,88

Lecturers: Mgr. Lucia Bundová, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde302/22	Summer sport games

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
A seminar 2 hours per week, for a total of 22 hours per semester, combined form (primarily full-time).
Student workload: 11x2 hours of direct teaching = 22 hours; 18 hours preparing the student for the first intermediate assignment-seminar paper; 18 hours preparing the student for the second intermediate assignment-presentation of the project; 32 hours preparing the student for the final test.
Total 90 hours of student work.
Methods of education: lecture; explanation; discussion and interaction of the teacher with the students on the discussed topic; teaching based on practical experience; method of group work; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination skills, method of developing joint mobility and flexibility in activities related to summer sports games.
Credits: 3
Recommended semester: 4th - 5th semester
Degree of study/educational level: 1st

Number of credits: 3

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. During the semester, the student will submit a term paper (preparing a lesson from the Summer Sports Games) worth 20 points. In addition, the student will complete a project presentation focused on teaching a lesson dealing with the development of basic locomotion worth 20 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points on the knowledge acquired throughout the semester.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required.
The grade is awarded on a scale:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A-(excellent), the student has an excellent command of the theoretical knowledge of summer sports games in pre-primary and primary education and can apply it to practical activities, the student can react promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the problem addressed, the student can present the teaching of a lesson on summer sports games at a high level, the student's oral and written expression is correct, correct, grammatically flawless and creative.
B-(very good), the student has a very good command of the theoretical knowledge of summer sports games in pre-primary and primary education and can apply it to activities with minor deficiencies, the student can respond well during lectures to the teacher's questions and tasks, the student is active and proactive and responds to questions on the problem addressed, the student can present the teaching of a lesson on summer sports games very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his/her activities are of good quality, with minor shortcomings.
C-(good), the student has a good command of the theoretical knowledge of summer sports games in pre-primary and primary education, and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the topic with minor problems, he/she can present well the lesson of summer sports games with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.
D-(satisfactory), the student has a satisfactory knowledge of the theoretical knowledge of summer sports games in pre-primary and primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present a lesson on summer sports games at a satisfactory level with shortcomings, the student's oral and written expression has some inaccuracies and also major shortcomings.
E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of summer sports games in pre-primary and primary education, which is at a weak level and with difficulties he/she can apply it to practical activities, he/she responds to the teacher's prompts with inaccuracies, the student himself is not active and initiative, he does not ask questions on the issue addressed, the student can present a lesson of summer sports games at a very weak level with major shortcomings, the student's oral and written expression has more serious inaccuracies and shortcomings.
Fx-(Insufficient), the student's work does not meet the requirements for passing the course in any of the prerequisites and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire adequate theoretical knowledge, skills and competences related to the profession of pre-primary and primary education teacher in educational activities focused on physical exercises related to summer sports games. They have acquired knowledge of the educational field of Health and Movement, where they can design and implement educational activities. They will expand their knowledge in connection with didactical reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social

development and developmental characteristics of the preschool and younger school-age child, which they can apply to the physical education process, respecting the intensity of the load in relation to children's health and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in educational and administrative activities in connection with physical activities. Students will acquire the competences of teacher's work in the field of organisation and management of educational activities focused on physical exercises with summer sports games at school and in extracurricular sports organisations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice considering the wider societal implications in relation to summer sports games. Students will be able to identify and evaluate the ethical, social and other contexts of issues addressed in physical education in pre-primary and primary education. They will be able to relate theoretical knowledge of physical education related to summer sports games to practice.

Class syllabus:

Course outcomes of subject (content):

The curriculum of the Summer Sports Games course is designed so that after its practical teaching, students are able to apply theoretical knowledge to the practical context of the teaching profession from physical exercises related to summer sports games to practice. The students master the professional content of the lectures and have acquired the terminology of physical exercises from the practical parts of the lessons of the subject. They are familiar with appropriate pedagogical research methods to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in pre-primary and primary education. Students are able to expand their knowledge, competencies and skills of physical exercises related to summer sports games throughout their life. They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the Summer Sports Games course will enable them to form the basis of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project for the preparation of a lesson with Summer Sports Games. They will be professionally and methodologically competent to teach the subjects of the educational area Health and Movement. Students will be able to independently acquire, classify, process and effectively use new knowledge, apply it to the educational process focused on physical exercises with summer sports games for preschool and younger school-age children.

- Introduction to Summer Sports Games. History, characteristics, importance and position of summer sports games in the framework of physical and sports education in primary education. Characterize the basic concepts related to summer sports games - movement game, sports game, player, teammate, opponent, captain, referee, attacker, offense, offensive activity, defender, defense, defensive activity, playground (playing area, playing surface), center line, goal, playing equipment (ball, net, stones, cones, sticks, leaves, trees, stumps). Outdoor and seasonal movement activities.
- Exercises and games aimed at familiarising with the aquatic environment. Introduction to games with demonstration and subsequent implementation of games: Games to get acquainted with the water (Ducks, Geese, Waterman, Fishermen and Fish, Sea surf, Mowing the corn, Gate, Walking polo), Games to practise splashing (Mushroom, Jellyfish, Plane, Locomotive, Torpedo), Games to practice breathing (Hot Soup, Pumps, Saws, Ladder, Hot Spring), Games to practice orientation in the water (Counting Fingers, Jumping into the water on your feet, Fighting Riders, Tunnel Ride). Jumping into the water from different positions, practicing the technique of one swimming way, swimming way (crawl, sign, breaststroke), starting jump, flip.

- Walking and its different types and methods with respect to surface and terrain. The basic motor skill of man is walking, its approximation. Acquiring the basic sensations, correct posture. Examples and implementation of practical exercises. Walking on the rope with the feet turned out. Walking in nature with crossing obstacles. Walking in the crowd behind the teacher. Walking with ascending and descending in uneven terrain (on dirt roads and fields, walking in the woods, walking uphill and downhill). Walking according to a certain rhythm (alternating steps forward and backward). Managing to move safely by walking in different spaces and conditions. Overcoming different terrain unevenness by moving. Explain the importance and principles of protecting nature during physical activities in it. Basic safety rules for walking and being outdoors for young school-age children. Walking games in nature.
- Hiking - its types and forms. Hiking equipment, hiking trail, hiking sign, hiking map, measuring on the map and measuring in the field, orientation and determining cardinal points in nature, a bouzola and a compass, bearing and its use, camping and camp buildings, cooking and using fire in nature, fireplace and campfire, principles of safety when moving and staying in nature, principles and importance of hardening off in nature in all seasons and weather conditions.
- Riding, games and competitions on scooter, bicycle. Accessories and compulsory equipment for bicycles and scooters. Basic rules of cycling and scooter riding. Approach, demonstration and subsequent implementation. Games focusing on riding, overtaking and turning. Basic maintenance, clothing and footwear. Riding and sitting technique. Pedalling techniques, cornering, uphill and downhill riding, braking. Cycling in the countryside and cycling. To master the basic motor skills of scooter and bicycle riding and apply them in games and competitions at school and in leisure at home and in the countryside.
- Basic simplified rules of summer sports games and fair-play rule. Movement games at school and outdoors. Introduction to the rules of the various summer movement and sports games. Honesty and sportsmanship on the field.
- Basic defensive and offensive game activities of the individual used in summer sports games. Name the basic game activities of an individual. Explain the following defensive and offensive game actions of an individual: ball handling, passing, throwing, shooting, scoring. Practical demonstrations on the field for each sport. Apply in the game the agreed rules and respect them.
- Preparatory sports games focused on football. Explanation of the basic rules of football, practical demonstrations of the basic game activities and the game itself on the field. Playing football in teams. Tournament - team competition.
- Preparatory sports games focused on volleyball. Explanation of the basic rules of volleyball, practical demonstrations of the basic game activities and the game itself on the court. Playing volleyball in teams. Tournament - team competition.
- Preparatory sports games focused on dodgeball. Explanation of the basic rules of dodgeball and practical demonstrations of the basic game activities and the game itself on the court. Team play in dodgeball. Tournament - competition of teams.
- Preparation and presentation of an educational activity focusing on the Summer Sports Games. On the basis of the acquired knowledge, knowledge, experience and skills - to prepare and present a lesson on the Summer Sports Games in the primary education of pupils in primary school.

Recommended literature:

Odporúčaná literatúra:

CHÂTELET, A., GROSLIER, B. P. Svetové dejiny umenia. Maliarstvo, sochárstvo, architektúra, úžitkové umenie. Larousse, Ottovo nakladatelství. 2004. ISBN 2-03-509306-6.
GOMBRICH, E. H. Příběh umění. Praha: Odeon. 1992. ISBN 80-207-0416
BARTKO, O. Farba a jej použitie. Bratislava: SPN-Mladé letá, 2004. ISBN 80-10-00654-8.
CIKÁNOVÁ, K. Malujte si s námi. Praha: AVENTINUM, 1993. ISBN 80-7151-732-1.

LACOVÁ, K. Výtvarná výchova netradične. Bratislava: Medodicko-pedagogické centrum, 2007, Dostupné na: https://www.iuventa.sk.
MEGLIN, N., MEGLINOVÁ, D. Kreslení jako cesta k sebavyjadření. Praha: Portál, 1992. ISBN 80-7178-446-X.
DICKINSOVÁ, R. Maľujeme podľa veľkých majstrov. Junior, 2007. ISBN 978-80-7146-857-8.
SMITH, R. Encyklopedie výtvarných technik a materiálů. Praha: Slovart, 2000. ISBN 80-7209-245-6.
WRIGHT, M. Úvod do pastelu. Bratislava: Slovart, 2001. ISBN 80-7118-326-1.

Languages necessary to complete the course:
Slovak language.

Notes:

Past grade distribution
Total number of evaluated students: 213

A	ABS	B	C	D	E	FX
53,99	0,0	39,91	3,29	0,0	0,94	1,88

Lecturers:

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde012/22	Term project

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 80s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information

Type of activities, scope (number of hours) and methods of educational activities: pedagogical and professional practice in scope of 40 hours (20 hours of observational practice and 20 hours of output continuous practice) per semester in faculty training schools, combined form; (primarily in-person teaching).

Student workload: 80sX (8 credits); a total of 240 hours of student work:

- observational practice in a kindergarten (30 hours of practice in a kindergarten + 30 hours of analysis of educational activities carried out in cooperation between student and training teacher) = 60 hours.
- observational practice in a school children's club (10 hours of practice in a school children's club + 10 hours of analysis of educational activities carried out in cooperation between student and training educator) = 20 hours.
- output continuous practice in a kindergarten (30 hours of output practice in a kindergarten + 30 hours of analysis of educational activities carried out in cooperation between student and training teacher) = 60 hours.
- output continuous practice in a school children's club (10 hours of output practice in a school children's club + 10 hours of analysis of educational activities carried out in cooperation between student and training educator) = 20 hours.
- 15 hours of preparation for observing educational activities in a kindergarten + 5 hours of preparation for observing educational activities in a school children's club = 20 hours.
- 14 hours of preparation for teaching and learning process in a kindergarten + 8 hours of preparation for educational process in a school children's club = 22 hours.
- 30 hours of analysis of practice hours, preparation of required documents documenting implementation of the student's practical teaching and learning activities and creation of pedagogical diary (portfolio).
- 6 hours of preparation for portfolio presentation.
- 2 hours portfolio presentation.

Educational methods: instruction and explanation method of the implementation of pedagogical practice, observation, and analysis of educational activities in environment of a kindergarten and a school children's club, analysis of observed educational activities, independent work, consultation with training teacher and training educator, pedagogical and professional practice, reflection and self-reflection, e-learning.

The basis is the implementation of pedagogical and professional practice, which is divided into input (observational) pedagogical practice, during which the student observes the educational process in kindergarten and in the school children's club, and continuous (output) pedagogical practice, during which the student plans and implements his / her own teaching activity. Before starting the practice,

the student completes a mandatory briefing on the practice, implementation and assessment of the pedagogical and professional practice, and all conditions and requirements related to the practice are explained to him / her. During practice, the student observes educational activities in a kindergarten and in a school children's club, as well as analysis and assessment the observed activities. After each day, the training teacher and training educator will provide the student with feedback in the form of an analysis of the teaching and learning activity, in which he / she will focus on the professional, didactic side of the subject matter and the interaction between the teacher / educator and child / children. When preparing for teaching and learning activities, the student uses the method of independent work, and before the implementation of teaching and learning activities, he / she uses consultations with a training teacher and a training educator or with didactics from the faculty to check the preparation developed by the student. For all carried out educational activities, the student is obliged to develop a detailed self-reflection and assessment his / her own pedagogical activity. During of pedagogical and professional practice, a maximum of two students are assigned to one training teacher and one training educator. During pedagogical and professional practice, didactic teachers are also present as a random control. The students are informed about the control by the faculty as part of the briefing. Methodists from Faculty of Education of Comenius University can carry out a random inspection at training schools.

Number of credits: 8

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:

Course completion requirements: the subject is completed by pedagogical and professional practice, from which the student must independently keep a summary of the required documents documenting the implementation of practical teaching and learning activities. The student assessment consists of the assessment of the training teacher and the training educator, the assessment of the pedagogical diary (portfolio) and the colloquial exam.

The assessment of the training teacher and training educator consists of a verbal assessment in which the training teacher and training educator assess the student's communication and cooperation with the training teacher and training educator, the student's readiness for practice, the student's interest and activity, his / her professional and methodological readiness, the organization of the educational process, as well as communication and interaction with children.

A training teacher can award a student a maximum of 20 points and a training educator can award a student a maximum of 10 points.

A student can get a maximum of 40 points for a pedagogical diary (portfolio), which forms a summary of the required documents documenting the implementation of practical teaching and learning activities.

The pedagogical diary should contain an opening page with a sworn statement; a description of the kindergarten and class as well as the primary school / school children's club and class; a description of the preferred model of teaching and learning; a selection of 4 observation sheets from the kindergarten / 4 observation sheets from the school children's club and analysis of teaching and learning activities belonging to them; a selection of 6 preparations for the process of teaching and learning in kindergarten / 2 preparations for educational process in the school children's club; and analysis of teaching and learning activities; and self-reflection of the student; used didactic tools; and pedagogical documentation. The student also adds an assessment from the training teacher and training educator to the portfolio.

After completing the practice and submitting the pedagogical diary (portfolio), the student takes a colloquial exam, for which he / she prepares a presentation about the practice and defends the practice verbal in front of the committee. At the colloquial exam, the student can get another 30 points, which are part of the assessment. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E. To successfully complete the course, it is necessary to obtain at least 60% of the points.
Grading scale:
A (100-91%, excellent – outstanding results): the student excellently presents theoretical knowledge about the functioning of pre-primary education and the school children's club; he / she can apply theoretical knowledge to pedagogical practice at a high level. The student can objectively analysis and assessment the pedagogical process, independently and at a high level to project and implement the teaching and learning process in pre-primary education and in the school children's club. The student can respond promptly and spontaneously during pedagogical practice, is proactive and demonstrates creative and original solutions in practice.
B (90-81%, very good – above the average standard): the student presents theoretical knowledge about the functioning of pre-primary education and the school children's club, he / she can apply theoretical knowledge to pedagogical practice at a very good level. The student can objectively analysis and assessment the pedagogical process, independently and at a very good level to project and implement the teaching and learning process in pre-primary and in the school children's club. During the implementation of pedagogical practice, the student shows only minor shortcomings, which he / she can eliminate based on self-reflection and the help of the training teacher and training educator.
C (80-73%, good – generally sound work): the student presents theoretical knowledge about the functioning of pre-primary education and the school children's club at an average level, he / she can adequately apply theoretical knowledge to pedagogical practice. The student can objectively analysis and assessment the pedagogical process, independently and at an average level to project and implement the process of teaching and learning in pre-primary education and in the school children's club. During the implementation of pedagogical practice, the student shows less initiative and needs regular help from training teacher and training educator. He / she can eliminate shortcomings in practice based on self-reflection and the help of a training teacher and a training educator.
D (72-66%, satisfactory – fair but with significant shortcomings): the student presents theoretical knowledge about the functioning of pre-primary education and school children's club at a satisfactory level, he / she can adequately apply them in pedagogical practice. The student can analysis and assessment the pedagogical process and project and implement the teaching and learning process in pre-primary education and in school children's club at a satisfactory level with the help of a training teacher and a training educator. During the implementation of pedagogical practice, the student shows less initiative, does not come up with his / her own solutions and needs regular help from the training teacher and training educator. He / she can eliminate shortcomings in practice based on self-reflection and the help of a training teacher and a training educator.
E (65-60%, sufficient – performance meets the minimum criteria): the student presents theoretical knowledge about the functioning of pre-primary education and school children's club at a low level, he / she has shortcomings in applying theoretical knowledge to pedagogical practice. The student needs regular help from a training teacher and training educator in analysing and assessment the pedagogical process, as well as in designing and implementing the teaching and learning process in pre-primary education and in the school children's club. During the implementation of pedagogical practice, the student shows less initiative and needs regular help from the training teacher and

training educator. He / she can eliminate shortcomings in practice based on self-reflection and the help of a training teacher and a training educator.
Fx (59-0%, fail – further work required): the student has significant deficiencies in the field of theoretical knowledge about pre-primary education and school children's club and / or in their application in pedagogical practice. This grade is given to a student who obtains less than 60 points out of the total number of points.
Assessment of the training teacher 20% and training educator 10%, assessment of the pedagogical diary (portfolio) 40%, defense 30% of the total 100% assessment.
Credits will not be granted to a student who does not complete any of the assigned topics and tasks.

Learning outcomes:

Learning outcomes/Objectives and learning outcomes: the aim of the subject is the application of theoretical knowledge in pedagogical and professional practice. The student realizes the observation of the teaching and learning process in kindergarten and in the school children's club, as well as the preparation, implementation, and reflection of the educational process. The aim of the subject is to develop the professional competences of a teacher and the professional competences of an educator in the student with an emphasis on competences oriented towards the child; competences oriented towards the process of teaching and learning in kindergarten and in school children's club. After completing the course, the student is competent to:
- analysis teaching and learning activities in the kindergarten and in the school children's club in terms of goals, methods, forms, didactic tools, in terms of the development of cognitive and non-cognitive functions of children, in terms of motivation and activation of children, in terms of teacher and educator communication with children.
- design effective teaching and learning activities in kindergarten and in the school children's club.
- independently project and implement the process of teaching and learning in pre-primary education and in the school children's club.
- assess own realized teaching and learning activities based on reflection and self-reflection.
- apply theoretical knowledge in own pedagogical and professional practice, effectively manage the process of teaching and learning in kindergarten and in the school children's club.
As part of completing the course, the student develops the following transferable skills: communication, organizational, digital, analytical, interpersonal, as well as creativity and the ability to think critically, motivation and the ability to learn and think in context.

Class syllabus:

Course outcomes of subject (content): the subject content contributes to the goals and outcomes of education (graduate profile) with the following topics:
Goals and organization of pedagogical and professional practice. The aim of the topic is to get acquainted with the goals and organization of pedagogical and professional practice in kindergarten and in school children's club. The student should acquire knowledge about the goals and organization of pedagogical and professional practice in faculty training schools and be able to apply them in practice.
Structure of the semester project. The aim of the topic is to acquaint the student with the structure of the semester project in the scope of 80 hours. The student should acquire the ability to apply the individual components of the structure of the semester project to the process of teaching and learning in kindergarten and in the school children's club. The student should be able to apply the acquired theoretical knowledge acquired by passing the taught subjects within the State Program and be able to analysis the teaching and learning activity in the kindergarten and in the school children's club from the point of view of goals, methods, forms, didactic means; in terms of the development of children's cognitive and non-cognitive functions; in terms of motivation and activation of children; in terms of teacher and educator communication with the child / children.

The student must observe 7 times the process of teaching and learning in faculty practice schools. The student should carry out observation practice during the semester in the schedule planned for Wednesday in the morning (from 7:00-10:30 a.m.) in the kindergarten and in the afternoon (from 1:00 p.m.-3:00 p.m.) in the school children's club; a total of 40 hours of practice. The student should be able to apply the acquired theoretical knowledge about the design and implementation of the teaching and learning process in pre-primary education and the school children's club. The student should be able to plan, implement and assessment his / her own pedagogical and professional activities. The student must carry out the output practice at the end of the semester in the schedule planned as part of block teaching in the forenoon (from 7:00-10:30 a.m.) 2 consecutive weeks in kindergarten and of that 1 continuous week in the afternoon (from 1:00 p.m.- 2:00 p.m.) in the school children's club; a total of 40 hours of practice. The student must be able to independently keep a summary of the required documents documenting the implementation of pedagogical and professional practice in the form of a pedagogical diary (portfolio).

Recommended literature:

Odporúčaná literatúra:
KOSOVÁ, B., TOMENGOVÁ, A. a kol. (2015). Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum. Dostupná na: https://www.minedu.sk/data/att/8032.pdf
KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus. Dostupná na: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/PRE_DOCENTA/Kostrub_2012_knizka.pdf
KOSTRUB, D. a kol. (2005). Dizajn procesu výučby v materskej škole. Prešov: Rokus.
KOŽUCHOVÁ, M., ČAVOJSKÝ, I. (2021). Pedagogika voľného času detí. Bratislava: Univerzita Komenského v Bratislave.
KOŽUCHOVÁ, M., NEMCOVÁ, J., HRUBA, M. (2018). Školský klub detí z pohľadu vychovávateľov. Bratislava: Univerzita Komenského v Bratislave.
PETLÁK, E., HUPKOVÁ, M. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: Iris.
SEVERINI, E., ČIERŤAŽSKÁ, Ľ. Semestrálny projekt: dokumenty k realizácii pedagogickej a odbornej praxe a podklady k tvorbe pedagogického denníka (portfólia) z realizovanej pedagogickej a odbornej praxe. Aktuálne dostupný LMS Moodle kurz UK.
Štátny vzdelávací program pre predprimárne vzdelávanie materských školách. (2022). https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf

Languages necessary to complete the course:

Slovak language

Notes:

Past grade distribution

Total number of evaluated students: 778

A	ABS	B	C	D	E	FX
50,13	0,0	29,31	13,37	3,73	2,96	0,51

Lecturers: PaedDr. Eva Pupíková, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPEP/B-PEPde012/22	**Course title:** Term project

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 80s
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information

Type of activities, scope (number of hours) and methods of educational activities: pedagogical and professional practice in scope of 40 hours (20 hours of observational practice and 20 hours of output continuous practice) per semester in faculty training schools, combined form; (primarily in-person teaching).

Student workload: 80sX (8 credits); a total of 240 hours of student work:

- observational practice in a kindergarten (30 hours of practice in a kindergarten + 30 hours of analysis of educational activities carried out in cooperation between student and training teacher) = 60 hours.
- observational practice in a school children's club (10 hours of practice in a school children's club + 10 hours of analysis of educational activities carried out in cooperation between student and training educator) = 20 hours.
- output continuous practice in a kindergarten (30 hours of output practice in a kindergarten + 30 hours of analysis of educational activities carried out in cooperation between student and training teacher) = 60 hours.
- output continuous practice in a school children's club (10 hours of output practice in a school children's club + 10 hours of analysis of educational activities carried out in cooperation between student and training educator) = 20 hours.
- 15 hours of preparation for observing educational activities in a kindergarten + 5 hours of preparation for observing educational activities in a school children's club = 20 hours.
- 14 hours of preparation for teaching and learning process in a kindergarten + 8 hours of preparation for educational process in a school children's club = 22 hours.
- 30 hours of analysis of practice hours, preparation of required documents documenting implementation of the student's practical teaching and learning activities and creation of pedagogical diary (portfolio).
- 6 hours of preparation for portfolio presentation.
- 2 hours portfolio presentation.

Educational methods: instruction and explanation method of the implementation of pedagogical practice, observation, and analysis of educational activities in environment of a kindergarten and a school children's club, analysis of observed educational activities, independent work, consultation with training teacher and training educator, pedagogical and professional practice, reflection and self-reflection, e-learning.

The basis is the implementation of pedagogical and professional practice, which is divided into input (observational) pedagogical practice, during which the student observes the educational process in kindergarten and in the school children's club, and continuous (output) pedagogical practice, during which the student plans and implements his / her own teaching activity. Before starting the practice,

the student completes a mandatory briefing on the practice, implementation and assessment of the pedagogical and professional practice, and all conditions and requirements related to the practice are explained to him / her. During practice, the student observes educational activities in a kindergarten and in a school children's club, as well as analysis and assessment the observed activities. After each day, the training teacher and training educator will provide the student with feedback in the form of an analysis of the teaching and learning activity, in which he / she will focus on the professional, didactic side of the subject matter and the interaction between the teacher / educator and child / children. When preparing for teaching and learning activities, the student uses the method of independent work, and before the implementation of teaching and learning activities, he / she uses consultations with a training teacher and a training educator or with didactics from the faculty to check the preparation developed by the student. For all carried out educational activities, the student is obliged to develop a detailed self-reflection and assessment his / her own pedagogical activity. During of pedagogical and professional practice, a maximum of two students are assigned to one training teacher and one training educator. During pedagogical and professional practice, didactic teachers are also present as a random control. The students are informed about the control by the faculty as part of the briefing. Methodists from Faculty of Education of Comenius University can carry out a random inspection at training schools.

Number of credits: 8

Recommended semester: 6.

Educational level: I.

Prerequisites:

Course requirements:

Course completion requirements: the subject is completed by pedagogical and professional practice, from which the student must independently keep a summary of the required documents documenting the implementation of practical teaching and learning activities. The student assessment consists of the assessment of the training teacher and the training educator, the assessment of the pedagogical diary (portfolio) and the colloquial exam.

The assessment of the training teacher and training educator consists of a verbal assessment in which the training teacher and training educator assess the student's communication and cooperation with the training teacher and training educator, the student's readiness for practice, the student's interest and activity, his / her professional and methodological readiness, the organization of the educational process, as well as communication and interaction with children.

A training teacher can award a student a maximum of 20 points and a training educator can award a student a maximum of 10 points.

A student can get a maximum of 40 points for a pedagogical diary (portfolio), which forms a summary of the required documents documenting the implementation of practical teaching and learning activities.

The pedagogical diary should contain an opening page with a sworn statement; a description of the kindergarten and class as well as the primary school / school children's club and class; a description of the preferred model of teaching and learning; a selection of 4 observation sheets from the kindergarten / 4 observation sheets from the school children's club and analysis of teaching and learning activities belonging to them; a selection of 6 preparations for the process of teaching and learning in kindergarten / 2 preparations for educational process in the school children's club; and analysis of teaching and learning activities; and self-reflection of the student; used didactic tools; and pedagogical documentation. The student also adds an assessment from the training teacher and training educator to the portfolio.

After completing the practice and submitting the pedagogical diary (portfolio), the student takes a colloquial exam, for which he / she prepares a presentation about the practice and defends the practice verbal in front of the committee. At the colloquial exam, the student can get another 30 points, which are part of the assessment. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E. To successfully complete the course, it is necessary to obtain at least 60% of the points.
Grading scale:
A (100-91%, excellent – outstanding results): the student excellently presents theoretical knowledge about the functioning of pre-primary education and the school children's club; he / she can apply theoretical knowledge to pedagogical practice at a high level. The student can objectively analysis and assessment the pedagogical process, independently and at a high level to project and implement the teaching and learning process in pre-primary education and in the school children's club. The student can respond promptly and spontaneously during pedagogical practice, is proactive and demonstrates creative and original solutions in practice.
B (90-81%, very good – above the average standard): the student presents theoretical knowledge about the functioning of pre-primary education and the school children's club, he / she can apply theoretical knowledge to pedagogical practice at a very good level. The student can objectively analysis and assessment the pedagogical process, independently and at a very good level to project and implement the teaching and learning process in pre-primary and in the school children's club. During the implementation of pedagogical practice, the student shows only minor shortcomings, which he / she can eliminate based on self-reflection and the help of the training teacher and training educator.
C (80-73%, good – generally sound work): the student presents theoretical knowledge about the functioning of pre-primary education and the school children's club at an average level, he / she can adequately apply theoretical knowledge to pedagogical practice. The student can objectively analysis and assessment the pedagogical process, independently and at an average level to project and implement the process of teaching and learning in pre-primary education and in the school children's club. During the implementation of pedagogical practice, the student shows less initiative and needs regular help from training teacher and training educator. He / she can eliminate shortcomings in practice based on self-reflection and the help of a training teacher and a training educator.
D (72-66%, satisfactory – fair but with significant shortcomings): the student presents theoretical knowledge about the functioning of pre-primary education and school children's club at a satisfactory level, he / she can adequately apply them in pedagogical practice. The student can analysis and assessment the pedagogical process and project and implement the teaching and learning process in pre-primary education and in school children's club at a satisfactory level with the help of a training teacher and a training educator. During the implementation of pedagogical practice, the student shows less initiative, does not come up with his / her own solutions and needs regular help from the training teacher and training educator. He / she can eliminate shortcomings in practice based on self-reflection and the help of a training teacher and a training educator.
E (65-60%, sufficient – performance meets the minimum criteria): the student presents theoretical knowledge about the functioning of pre-primary education and school children's club at a low level, he / she has shortcomings in applying theoretical knowledge to pedagogical practice. The student needs regular help from a training teacher and training educator in analysing and assessment the pedagogical process, as well as in designing and implementing the teaching and learning process in pre-primary education and in the school children's club. During the implementation of pedagogical practice, the student shows less initiative and needs regular help from the training teacher and

training educator. He / she can eliminate shortcomings in practice based on self-reflection and the help of a training teacher and a training educator.
Fx (59-0%, fail – further work required): the student has significant deficiencies in the field of theoretical knowledge about pre-primary education and school children's club and / or in their application in pedagogical practice. This grade is given to a student who obtains less than 60 points out of the total number of points.
Assessment of the training teacher 20% and training educator 10%, assessment of the pedagogical diary (portfolio) 40%, defense 30% of the total 100% assessment.
Credits will not be granted to a student who does not complete any of the assigned topics and tasks.

Learning outcomes:

Learning outcomes/Objectives and learning outcomes: the aim of the subject is the application of theoretical knowledge in pedagogical and professional practice. The student realizes the observation of the teaching and learning process in kindergarten and in the school children's club, as well as the preparation, implementation, and reflection of the educational process. The aim of the subject is to develop the professional competences of a teacher and the professional competences of an educator in the student with an emphasis on competences oriented towards the child; competences oriented towards the process of teaching and learning in kindergarten and in school children's club. After completing the course, the student is competent to:
- analysis teaching and learning activities in the kindergarten and in the school children's club in terms of goals, methods, forms, didactic tools, in terms of the development of cognitive and non-cognitive functions of children, in terms of motivation and activation of children, in terms of teacher and educator communication with children.
- design effective teaching and learning activities in kindergarten and in the school children's club.
- independently project and implement the process of teaching and learning in pre-primary education and in the school children's club.
- assess own realized teaching and learning activities based on reflection and self-reflection.
- apply theoretical knowledge in own pedagogical and professional practice, effectively manage the process of teaching and learning in kindergarten and in the school children's club.
As part of completing the course, the student develops the following transferable skills: communication, organizational, digital, analytical, interpersonal, as well as creativity and the ability to think critically, motivation and the ability to learn and think in context.

Class syllabus:

Course outcomes of subject (content): the subject content contributes to the goals and outcomes of education (graduate profile) with the following topics:
Goals and organization of pedagogical and professional practice. The aim of the topic is to get acquainted with the goals and organization of pedagogical and professional practice in kindergarten and in school children's club. The student should acquire knowledge about the goals and organization of pedagogical and professional practice in faculty training schools and be able to apply them in practice.
Structure of the semester project. The aim of the topic is to acquaint the student with the structure of the semester project in the scope of 80 hours. The student should acquire the ability to apply the individual components of the structure of the semester project to the process of teaching and learning in kindergarten and in the school children's club. The student should be able to apply the acquired theoretical knowledge acquired by passing the taught subjects within the State Program and be able to analysis the teaching and learning activity in the kindergarten and in the school children's club from the point of view of goals, methods, forms, didactic means; in terms of the development of children's cognitive and non-cognitive functions; in terms of motivation and activation of children; in terms of teacher and educator communication with the child / children.

The student must observe 7 times the process of teaching and learning in faculty practice schools. The student should carry out observation practice during the semester in the schedule planned for Wednesday in the morning (from 7:00-10:30 a.m.) in the kindergarten and in the afternoon (from 1:00 p.m.-3:00 p.m.) in the school children's club; a total of 40 hours of practice. The student should be able to apply the acquired theoretical knowledge about the design and implementation of the teaching and learning process in pre-primary education and the school children's club. The student should be able to plan, implement and assessment his / her own pedagogical and professional activities. The student must carry out the output practice at the end of the semester in the schedule planned as part of block teaching in the forenoon (from 7:00-10:30 a.m.) 2 consecutive weeks in kindergarten and of that 1 continuous week in the afternoon (from 1:00 p.m.- 2:00 p.m.) in the school children's club; a total of 40 hours of practice. The student must be able to independently keep a summary of the required documents documenting the implementation of pedagogical and professional practice in the form of a pedagogical diary (portfolio).

Recommended literature:

Odporúčaná literatúra:
KOSOVÁ, B., TOMENGOVÁ, A. a kol. (2015). Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum. Dostupná na: https://www.minedu.sk/data/att/8032.pdf
KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus. Dostupná na: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/PRE_DOCENTA/Kostrub_2012_knizka.pdf
KOSTRUB, D. a kol. (2005). Dizajn procesu výučby v materskej škole. Prešov: Rokus.
KOŽUCHOVÁ, M., ČAVOJSKÝ, I. (2021). Pedagogika voľného času detí. Bratislava: Univerzita Komenského v Bratislave.
KOŽUCHOVÁ, M., NEMCOVÁ, J., HRUBA, M. (2018). Školský klub detí z pohľadu vychovávateľov. Bratislava: Univerzita Komenského v Bratislave.
PETLÁK, E., HUPKOVÁ, M. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: Iris.
SEVERINI, E., ČIERŤAŽSKÁ, Ľ. Semestrálny projekt: dokumenty k realizácii pedagogickej a odbornej praxe a podklady k tvorbe pedagogického denníka (portfólia) z realizovanej pedagogickej a odbornej praxe. Aktuálne dostupný LMS Moodle kurz UK.
Štátny vzdelávací program pre predprimárne vzdelávanie materských školách. (2022). https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf

Languages necessary to complete the course:

Slovak language

Notes:

Past grade distribution

Total number of evaluated students: 778

A	ABS	B	C	D	E	FX
50,13	0,0	29,31	13,37	3,73	2,96	0,51

Lecturers: PaedDr. Eva Pupíková, PhD.

Last change: 06.11.2025

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde018/22	Theories of learning and teaching concepts

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
10 hours per semester, combined form; (primarily distance learning)
Student workload:
10 hours of direct teaching; 12 hours of literature study; 20 hours of sample analysis; 25 hours of semester project preparation; 18 hours of studying theoretical knowledge for discussion; 30 hours of subject portfolio processing; 35 hours of literature analysis and exam preparation. A total of 150 hours of student work.
Education methods:
Explanation, argumentation, discussion of the discussed topic; analysis of samples from practice, brainstorming within selected topics, managing a subject portfolio, methods of working with text (working with information sources), e-learning.
Credits: 5
Recommended semester: 1.- 3. semester
Degree of study/educational level: 1st

Number of credits: 5

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Continuous assessment includes the development and presentation of a semester project in a group and active participation in courses. During the semester, ongoing tasks are completed. The subject is completed by the evaluation of the acquired knowledge in the form of a written exam and the defense of the subject portfolio.
By developing a semester project, students will demonstrate the ability to professionally process the issue and identify the concept of education in an example from practice. Participation in discussions and analysis of examples from practice is the basis for ongoing evaluation and monitors the student's ability to take a critical position on selected concepts. A prerequisite for active participation is preliminary preparation of the student. The student maintains a subject-related portfolio throughout the semester, which will contain carefully selected evidence of how the student develops an individual concept of teaching based on a preferred theory of learning and concept of teaching. In

addition to the written exam, the exam will also include the defense of the subject portfolio in the form of an oral exam.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.
The assessment is given on the scale:
A (100-91%, excellent - excellent results): the student presents a very good overview in the field of learning theories and educational concepts, can analyze and think critically about concepts, is active in lectures, participates in discussions with experts arguments and logical
reasoning, his knowledge in the field of pedagogical theories and concepts of education is at an excellent level.
B (90-81%, very good - above average standard): the student presents an excellent overview in the field of learning theories and educational concepts, can analyze and think critically about concepts, is active in lectures, participates in discussions with very good arguments, his knowledge in in the field of pedagogical theories and concepts of education is at a very good level.
C (80-73%, good – normal reliable work): the student presents an adequate overview of learning theories and educational concepts, participates in discussions, is active in lectures, his knowledge of pedagogical theories and educational concepts is at an average level, which correspond to his standard answers and arguments. D (72-66%, satisfactory - acceptable results): the student presents a satisfactory overview in the field of learning theories and concepts of education, he participates in discussions only occasionally, he is less active in lectures, his knowledge in the field of pedagogical theories and concepts of education is at a satisfactory level, which corresponds to his standard answers. E (65-60%, sufficient - the results meet the minimum criteria): the student has the minimum necessary overview in the field of learning theories and concepts of education, he participates only minimally in discussions, he is rather passive in lectures, his knowledge in the field of pedagogical theories and concepts of education it is at a low level, instead of own opinions and arguments, it presents rather learned answers. Fx (59-0%, insufficient - additional work is required): this assessment is given to a student who gets less than 60 points out of the total number of points. Written exam and defense of subject portfolio 60%, semester project 30%, ongoing tasks and active participation in discussions 10% of the total 100% evaluation. Credits will not be granted to a student who does not complete any of the assigned topics and tasks.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquaint students with current pedagogical theories, concepts and projects, to understand the basic principles of education in the school environment and to analyze various theories applied in the conditions of school didactic practice. The goal of the course is to develop the ability to analyze pedagogical situations and the development of critical thinking. After completing the course, the student:
• has a relevant overview in the field of current pedagogical theories and concepts,
• knows the current theoretical starting points of institutional education,
• can identify various theories in the conditions of school didactic practice,
• can think critically about pedagogical theories and concepts,
• will be capable of critically assessing the choice of principles, their justifications and applications in connection with the preferred theory of learning and the concept of learning,
• will be able to take a competent position in the matter of applying the terminology of the relevant theory of learning and the concept of teaching. He will be able to lead a discussion and argument within it,
• he will be able to take a competent position in the matter of justifying his teaching concept with regard to the didactic purposes of pre-primary and primary education.

Class syllabus:

Course outcomes of subject (content):

1. General questions of the theory of education and training, analysis of basic concepts, absolutist and relativistic vision of the world and their reflection in theories of education and training.
2. Theories of learning and their reflection in the concept of teaching, definition of the essence of learning according to behaviorist, nativist and cognitivist approaches.
3 .Organization of theories, systematization of educational theories according to different authors.
4. Main characteristics of individual theories and their analysis, analysis of application of various theories in practice according to examples.
5. Comparison of theories, their application and reflection in school didactic practice.

Recommended literature:

Compulsory/Recommended readings:

KOSTRUB, D., HALADOVÁ BERGER, Z., BÁTOROVÁ, M. FERKO, A. (2020). Augmented Reality a vyučovanie. Výber z teórie a autorských postupov. Bratislava: UK v Bratislave, FMFI.
KOSTRUB, D. Dieťa/žiak/študent - učiteľ - učivo - didaktický alebo bermudský trojuholník? Bratislava: Rokus, 2008. ISBN 9788089055876
KOSTRUB, D. Paradigmy, koncepcie v didaktike a organizovaní procesu výučby. Zdroj. dok. Predprimárne vzdelávanie v metamorfózach času. Prešov, 2011. ISBN 978-80-555-0385-1.
BERTRAND, Y. Soudobé teorie vzdělávaní. Praha: Portál, 1998. ISBN 80-7178-216-5.
PUPALA, B. Teórie učenia a ich odraz v poňatí vyučovania. In: Pupala, B. – Kolláriková, Z. Predškolská a elementárna pedagogika. Praha: Portál, 2001. ISBN 80-7178-585-7.
ZELINA, M. Teórie výchovy. Hľadanie dobra. Bratislava: SPN, 2004. ISBN 80-10-00456-1.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 972

A	ABS	B	C	D	E	FX
51,95	0,0	24,28	12,65	7,1	2,57	1,44

Lecturers: Mgr. Veronika Valkóová, PhD., Ing. Mgr. Katarína Somogyiová

Last change: 22.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPPP/B-PEPde018/22	Theories of learning and teaching concepts

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
10 hours per semester, combined form; (primarily distance learning)
Student workload:
10 hours of direct teaching; 12 hours of literature study; 20 hours of sample analysis; 25 hours of semester project preparation; 18 hours of studying theoretical knowledge for discussion; 30 hours of subject portfolio processing; 35 hours of literature analysis and exam preparation. A total of 150 hours of student work.
Education methods:
Explanation, argumentation, discussion of the discussed topic; analysis of samples from practice, brainstorming within selected topics, managing a subject portfolio, methods of working with text (working with information sources), e-learning.
Credits: 5
Recommended semester: 1.- 3. semester
Degree of study/educational level: 1st

Number of credits: 5

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Continuous assessment includes the development and presentation of a semester project in a group and active participation in courses. During the semester, ongoing tasks are completed. The subject is completed by the evaluation of the acquired knowledge in the form of a written exam and the defense of the subject portfolio.
By developing a semester project, students will demonstrate the ability to professionally process the issue and identify the concept of education in an example from practice. Participation in discussions and analysis of examples from practice is the basis for ongoing evaluation and monitors the student's ability to take a critical position on selected concepts. A prerequisite for active participation is preliminary preparation of the student. The student maintains a subject-related portfolio throughout the semester, which will contain carefully selected evidence of how the student develops an individual concept of teaching based on a preferred theory of learning and concept of teaching. In

addition to the written exam, the exam will also include the defense of the subject portfolio in the form of an oral exam.
At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.
The assessment is given on the scale:
A (100-91%, excellent - excellent results): the student presents a very good overview in the field of learning theories and educational concepts, can analyze and think critically about concepts, is active in lectures, participates in discussions with experts arguments and logical
reasoning, his knowledge in the field of pedagogical theories and concepts of education is at an excellent level.
B (90-81%, very good - above average standard): the student presents an excellent overview in the field of learning theories and educational concepts, can analyze and think critically about concepts, is active in lectures, participates in discussions with very good arguments, his knowledge in in the field of pedagogical theories and concepts of education is at a very good level.
C (80-73%, good – normal reliable work): the student presents an adequate overview of learning theories and educational concepts, participates in discussions, is active in lectures, his knowledge of pedagogical theories and educational concepts is at an average level, which correspond to his standard answers and arguments. D (72-66%, satisfactory - acceptable results): the student presents a satisfactory overview in the field of learning theories and concepts of education, he participates in discussions only occasionally, he is less active in lectures, his knowledge in the field of pedagogical theories and concepts of education is at a satisfactory level, which corresponds to his standard answers. E (65-60%, sufficient - the results meet the minimum criteria): the student has the minimum necessary overview in the field of learning theories and concepts of education, he participates only minimally in discussions, he is rather passive in lectures, his knowledge in the field of pedagogical theories and concepts of education it is at a low level, instead of own opinions and arguments, it presents rather learned answers. Fx (59-0%, insufficient - additional work is required): this assessment is given to a student who gets less than 60 points out of the total number of points. Written exam and defense of subject portfolio 60%, semester project 30%, ongoing tasks and active participation in discussions 10% of the total 100% evaluation. Credits will not be granted to a student who does not complete any of the assigned topics and tasks.

Learning outcomes:

Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquaint students with current pedagogical theories, concepts and projects, to understand the basic principles of education in the school environment and to analyze various theories applied in the conditions of school didactic practice. The goal of the course is to develop the ability to analyze pedagogical situations and the development of critical thinking. After completing the course, the student:
• has a relevant overview in the field of current pedagogical theories and concepts,
• knows the current theoretical starting points of institutional education,
• can identify various theories in the conditions of school didactic practice,
• can think critically about pedagogical theories and concepts,
• will be capable of critically assessing the choice of principles, their justifications and applications in connection with the preferred theory of learning and the concept of learning,
• will be able to take a competent position in the matter of applying the terminology of the relevant theory of learning and the concept of teaching. He will be able to lead a discussion and argument within it,
• he will be able to take a competent position in the matter of justifying his teaching concept with regard to the didactic purposes of pre-primary and primary education.

Class syllabus:

Course outcomes of subject (content):

1. General questions of the theory of education and training, analysis of basic concepts, absolutist and relativistic vision of the world and their reflection in theories of education and training.
2. Theories of learning and their reflection in the concept of teaching, definition of the essence of learning according to behaviorist, nativist and cognitivist approaches.
3 .Organization of theories, systematization of educational theories according to different authors.
4. Main characteristics of individual theories and their analysis, analysis of application of various theories in practice according to examples.
5. Comparison of theories, their application and reflection in school didactic practice.

Recommended literature:

Compulsory/Recommended readings:

KOSTRUB, D., HALADOVÁ BERGER, Z., BÁTOROVÁ, M. FERKO, A. (2020). Augmented Reality a vyučovanie. Výber z teórie a autorských postupov. Bratislava: UK v Bratislave, FMFI.
KOSTRUB, D. Dieťa/žiak/študent - učiteľ - učivo - didaktický alebo bermudský trojuholník? Bratislava: Rokus, 2008. ISBN 9788089055876
KOSTRUB, D. Paradigmy, koncepcie v didaktike a organizovaní procesu výučby. Zdroj. dok. Predprimárne vzdelávanie v metamorfózach času. Prešov, 2011. ISBN 978-80-555-0385-1.
BERTRAND, Y. Soudobé teorie vzdělávaní. Praha: Portál, 1998. ISBN 80-7178-216-5.
PUPALA, B. Teórie učenia a ich odraz v poňatí vyučovania. In: Pupala, B. – Kolláriková, Z. Predškolská a elementárna pedagogika. Praha: Portál, 2001. ISBN 80-7178-585-7.
ZELINA, M. Teórie výchovy. Hľadanie dobra. Bratislava: SPN, 2004. ISBN 80-10-00456-1.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 972

A	ABS	B	C	D	E	FX
51,95	0,0	24,28	12,65	7,1	2,57	1,44

Lecturers: Mgr. Veronika Valkóová, PhD.

Last change: 22.09.2024

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPPP/B-PEPde020/22	**Course title:** Visual art in pre-primary and leisure time education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities: 1 hour lecture and 1 hour seminar/week, a total of 22 hours per semester; combined method (primarily face-to-face)
scope: 11x2 hours of direct teaching = 22 hours, processing of the design of the educational activity of creative activity in the field of graphomotorics = 20 hours, processing of the design of the educational activity of the selected subfield of the educational field of art education and practical implementation of the art subject = 25 hours, preparation for the intermediate test = 18 hours, preparation for the final test = 35 hours. A total of 120 hours of student work.
methods: lecture (used in the presentation of each topic of the course), discussion of the topic covered (during and after the lecture, a discussion related to the topic is held), application of theoretical knowledge to examples from practice (specific didactic decisions and methodological procedures will be stimuli for finding possibilities for implementation in practice in connection with the educational area of art education and the sub-area of graphomotoric prerequisites for writing from the area of language and communication), e-learning (use of Moodle, as a rule, preparation of mid-term and final tests, insertion of processed outputs), solving problem tasks by students (used for several topics, space to propose and critically justify the validity of didactic decisions and procedures in the development of the child in art education).

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The course ends with an assessment, which consists of two ongoing application tasks, a midterm and a final test.
A maximum of 50 points can be obtained for ongoing assignments - application outputs, which are part of the management of the student's subject portfolio. Application outputs will include:
- proposal of an educational activity by choosing an educational standard of the graphomotor prerequisites of writing in the form of a detailed preparation, its presentation and analysis (maximum 20 points),
- a proposal for an educational activity by choosing a sub-area of the educational area of art education, which should take the form of an originally developed topic. Part of the ongoing output is

also the own realization of an artistic product from the design of the educational activity (maximum 30 points).
A mid-term test will verify the level of mastery of the content of the topics after the fourth meeting. A student can get a maximum of 20 points for a mid-term test.
The final test verifies the level of mastery of the subject content, the linking of theoretical and application levels related to the educational field of art education and the subfield of graphomotor writing prerequisites from the educational field of language and communication (maximum 30 points).
The rating is given on a scale:
A (100 - 93 points, excellent - excellent results) - the student masters the theory, understands the theoretical starting points and their connections, applies understanding in presenting didactic decisions and methodological procedures, can critically justify the presented educational procedures,
B (92-85 points, very good - above average standard) - the student has mastered the theory, understanding of the theoretical starting points and their connections, there are minimal inaccuracies when justifying the application proposals,
C (84-77 points, good - ordinary reliable work) - the student masters the theory, understanding the theoretical starting points, the lower level is manifested in the understanding of contexts in the context of application proposals of educational activities, procedures and related creative activities,
D (76-69 points, satisfactory - acceptable results) - the student does not fully master the theory, there are significant inaccuracies in the application of didactic decisions and methodological procedures in the development of art education,
E (68-60 points, sufficient - the results meet the minimum criteria) - the student achieves a low level with significant inaccuracies in the knowledge and application of didactic and methodological procedures in the development of art education,
Fx (59-0 points, insufficient - additional work is required) - the student's knowledge and skills are below the threshold of meeting the minimum criteria for awarding a successful assessment.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The main goal of the subject is for the student to acquire the theoretical knowledge necessary to know and understand the implementation of art education in pre-primary and leisure education. Based on an understanding of the subject matter, the student is able to make adequate didactic decisions and apply methodological procedures in the form of demonstrable skills and competencies to project, implement and reflect on the creative expression of children of preschool and younger school age in pre-primary and leisure education.
After completing the course, the student will acquire the following knowledge:
- knows the currently valid curriculum for pre-primary and primary education in the area of art education and the sub-area graphomotor prerequisites for writing,
- has an overview of the pedagogical diagnosis of artistic expression in preschool and younger school age,
- he orients himself in the issue of graphomotorics.
After completing the subject, the student will acquire the following skills:
- master basic art techniques that can be used in pre-primary education and free-time art activities,
- is able to present processed designs of creative activity.
After completing the course, the student will acquire the following competencies, including transferable skills:
- can design an educational activity focusing on creative activity,
- can professionally discuss, argue and ask questions,
- can critically assess and justify proposals for didactic procedures of educational activities,

- can synthesize subject content, connect related topics,
- can think in context.

Class syllabus:

Course outcomes of subject (content):

- Art and culture – part of the educational field art education. Aim, content and structuring of curriculum documents for pre-primary and leisure education focusing on art education.
- Subject, content of artistic activity. Elaboration of the subject and the possibility of reflection on an art artifact. Pedagogical importance of feedback of creative activity in pre-primary and leisure education.
- Developmental stages of artistic expression. Structuring the stages of artistic expression and its typical characteristics. Graphic type of human figure. The synergy of cognitive development and the development of artistic expression and its pedagogical significance. Examples from practice.
- Signs of children's creative expression and their characteristics. The occurrence and method of recording specific shapes and graphic elements in the child's artistic expression. Examples from practice.
- Pedagogical diagnosis of artistic expression through tests. Criteria for pedagogical diagnosis focusing on process and artistic product. Assessment of the artistic expression of a child of preschool and younger school age in cooperation with the acceptance of findings in the design of subsequent artistic activity.
- Art techniques and materials and their application in art education in pre-primary and leisure education. Possibilities and limits of the choice of art techniques, materials and tools for children of preschool and younger school age. Hygienic and technical habits in the implementation of artistic activities.
- Aim and content of the graphomotor prerequisites of writing sub-area. Graphomotorics and its position within creative activities. Forms of developing graphomotor skills through experimentation and imitation in pre-primary and leisure education.
- Presentation of the processed ongoing outputs of creative activities - students' reflection and critical analysis.

Recommended literature:

Odporúčaná literatúra:
Kožík Lehotayová, B. (2022). Rozvíjanie grafomotoriky v predškolskom veku. Bratislava: Univerzita Komenského v Bratislave.
Lehotayová, B., & Valachová, B. (2018). Teoreticko-výskumná paradigma grafomotoriky v materskej škole. Banská Bystrica: Belianum. (vybrané kapitoly).
Valachová, D. (2021). VytUm. Bratislava: Univerzita Komenského: Dostupné na: https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kvv/AFX7_VytUm_metodika_Valachova.pdf
Valachová D. (2021). Špecifiká výtvarných aktivít detí predškolského veku. Univerzita Komenského v Bratislave: Dostupné na: https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kvv/AFX7_Specifika_vytvarnych_aktivit_deti_predskolskeho_veku_Valachova.pdf
Minns, A. Výtvarná výchova. [online]. Bratislava: ŠPÚ, 2016. Dostupné na: http://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/vytvarna_vychova.pdf
ŠVP pre predprimárne vzdelávanie. ŠVP pre primárne vzdelávanie.

Languages necessary to complete the course:

Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 848

A	ABS	B	C	D	E	FX
42,33	0,0	37,26	16,04	2,48	0,71	1,18

Lecturers: doc. PaedDr. Blanka Kožík Lehotayová, PhD., Mgr. Frederika Šuťáková

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPPP/B-PEPde020/22	**Course title:** Visual art in pre-primary and leisure time education

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities: 1 hour lecture and 1 hour seminar/week, a total of 22 hours per semester; combined method (primarily face-to-face)
scope: 11x2 hours of direct teaching = 22 hours, processing of the design of the educational activity of creative activity in the field of graphomotorics = 20 hours, processing of the design of the educational activity of the selected subfield of the educational field of art education and practical implementation of the art subject = 25 hours, preparation for the intermediate test = 18 hours, preparation for the final test = 35 hours. A total of 120 hours of student work.
methods: lecture (used in the presentation of each topic of the course), discussion of the topic covered (during and after the lecture, a discussion related to the topic is held), application of theoretical knowledge to examples from practice (specific didactic decisions and methodological procedures will be stimuli for finding possibilities for implementation in practice in connection with the educational area of art education and the sub-area of graphomotoric prerequisites for writing from the area of language and communication), e-learning (use of Moodle, as a rule, preparation of mid-term and final tests, insertion of processed outputs), solving problem tasks by students (used for several topics, space to propose and critically justify the validity of didactic decisions and procedures in the development of the child in art education).

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
The course ends with an assessment, which consists of two ongoing application tasks, a midterm and a final test.
A maximum of 50 points can be obtained for ongoing assignments - application outputs, which are part of the management of the student's subject portfolio. Application outputs will include:
- proposal of an educational activity by choosing an educational standard of the graphomotor prerequisites of writing in the form of a detailed preparation, its presentation and analysis (maximum 20 points),
- a proposal for an educational activity by choosing a sub-area of the educational area of art education, which should take the form of an originally developed topic. Part of the ongoing output is

also the own realization of an artistic product from the design of the educational activity (maximum 30 points).
A mid-term test will verify the level of mastery of the content of the topics after the fourth meeting. A student can get a maximum of 20 points for a mid-term test.
The final test verifies the level of mastery of the subject content, the linking of theoretical and application levels related to the educational field of art education and the subfield of graphomotor writing prerequisites from the educational field of language and communication (maximum 30 points).
The rating is given on a scale:
A (100 - 93 points, excellent - excellent results) - the student masters the theory, understands the theoretical starting points and their connections, applies understanding in presenting didactic decisions and methodological procedures, can critically justify the presented educational procedures,
B (92-85 points, very good - above average standard) - the student has mastered the theory, understanding of the theoretical starting points and their connections, there are minimal inaccuracies when justifying the application proposals,
C (84-77 points, good - ordinary reliable work) - the student masters the theory, understanding the theoretical starting points, the lower level is manifested in the understanding of contexts in the context of application proposals of educational activities, procedures and related creative activities,
D (76-69 points, satisfactory - acceptable results) - the student does not fully master the theory, there are significant inaccuracies in the application of didactic decisions and methodological procedures in the development of art education,
E (68-60 points, sufficient - the results meet the minimum criteria) - the student achieves a low level with significant inaccuracies in the knowledge and application of didactic and methodological procedures in the development of art education,
Fx (59-0 points, insufficient - additional work is required) - the student's knowledge and skills are below the threshold of meeting the minimum criteria for awarding a successful assessment.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
The main goal of the subject is for the student to acquire the theoretical knowledge necessary to know and understand the implementation of art education in pre-primary and leisure education. Based on an understanding of the subject matter, the student is able to make adequate didactic decisions and apply methodological procedures in the form of demonstrable skills and competencies to project, implement and reflect on the creative expression of children of preschool and younger school age in pre-primary and leisure education.
After completing the course, the student will acquire the following knowledge:
- knows the currently valid curriculum for pre-primary and primary education in the area of art education and the sub-area graphomotor prerequisites for writing,
- has an overview of the pedagogical diagnosis of artistic expression in preschool and younger school age,
- he orients himself in the issue of graphomotorics.
After completing the subject, the student will acquire the following skills:
- master basic art techniques that can be used in pre-primary education and free-time art activities,
- is able to present processed designs of creative activity.
After completing the course, the student will acquire the following competencies, including transferable skills:
- can design an educational activity focusing on creative activity,
- can professionally discuss, argue and ask questions,
- can critically assess and justify proposals for didactic procedures of educational activities,

- can synthesize subject content, connect related topics,
- can think in context.

Class syllabus:

Course outcomes of subject (content):

- Art and culture – part of the educational field art education. Aim, content and structuring of curriculum documents for pre-primary and leisure education focusing on art education.
- Subject, content of artistic activity. Elaboration of the subject and the possibility of reflection on an art artifact. Pedagogical importance of feedback of creative activity in pre-primary and leisure education.
- Developmental stages of artistic expression. Structuring the stages of artistic expression and its typical characteristics. Graphic type of human figure. The synergy of cognitive development and the development of artistic expression and its pedagogical significance. Examples from practice.
- Signs of children's creative expression and their characteristics. The occurrence and method of recording specific shapes and graphic elements in the child's artistic expression. Examples from practice.
- Pedagogical diagnosis of artistic expression through tests. Criteria for pedagogical diagnosis focusing on process and artistic product. Assessment of the artistic expression of a child of preschool and younger school age in cooperation with the acceptance of findings in the design of subsequent artistic activity.
- Art techniques and materials and their application in art education in pre-primary and leisure education. Possibilities and limits of the choice of art techniques, materials and tools for children of preschool and younger school age. Hygienic and technical habits in the implementation of artistic activities.
- Aim and content of the graphomotor prerequisites of writing sub-area. Graphomotorics and its position within creative activities. Forms of developing graphomotor skills through experimentation and imitation in pre-primary and leisure education.
- Presentation of the processed ongoing outputs of creative activities - students' reflection and critical analysis.

Recommended literature:

Odporúčaná literatúra:

Kožík Lehotayová, B. (2022). Rozvíjanie grafomotoriky v predškolskom veku. Bratislava: Univerzita Komenského v Bratislave.

Lehotayová, B., & Valachová, B. (2018). Teoreticko-výskumná paradigma grafomotoriky v materskej škole. Banská Bystrica: Belianum. (vybrané kapitoly).

Valachová, D. (2021). VytUm. Bratislava: Univerzita Komenského: Dostupné na: https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kvv/AFX7_VytUm_metodika_Valachova.pdf

Valachová D. (2021). Špecifiká výtvarných aktivít detí predškolského veku. Univerzita Komenského v Bratislave: Dostupné na: https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kvv/AFX7_Specifika_vytvarnych_aktivit_deti_predskolskeho_veku_Valachova.pdf

Minns, A. Výtvarná výchova. [online]. Bratislava: ŠPÚ, 2016. Dostupné na: http://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/vytvarna_vychova.pdf

ŠVP pre predprimárne vzdelávanie. ŠVP pre primárne vzdelávanie.

Languages necessary to complete the course:

Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 848

A	ABS	B	C	D	E	FX
42,33	0,0	37,26	16,04	2,48	0,71	1,18

Lecturers: doc. PaedDr. Blanka Kožík Lehotayová, PhD., Mgr. Frederika Šuťáková

Last change: 14.09.2023

Approved by: doc. PaedDr. Eva Severini, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde246/22	Visual space media

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching:
2 hours per week in the form of a seminar. Form of teaching: introductory lecture + seminar (practical teaching). Recommended length of teaching (in hours): 22 hours in total per semester
Organisational form: combined (mostly full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 18 hours of preparation and provision of material and technical base for creation and implementation of specific assignments arising from the course; 20 hours of preparation for mid-term and final evaluation. Total 60 hours of student work.
Learning methods:
The teaching begins with an introductory lecture into the subject, followed by a discussion that touches on creative and realization methods related to the subject "Spatial Art Media". Students gain the necessary experience during their own work on assignments, which they can apply in educational practice at the pre-primary level. The creative methods are based on spatial sculptural principles which include all modelling methods. Students work with matter and space. They use all sculptural and sculptural traditional and non-traditional materials appropriate for application in educational practice.
Credits: 2
Recommended semester: 2rd – 3th semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
100% of the interim assessment. The course is continuously assessed by independent work assignments and completed by portfolio presentation. At least 91 points are required for an A grade, at least 81 points for a B grade, at least 71 points for a C grade, at least 61 points for a D grade, and at least 51 points for an E grade. Credit will not be awarded to a student who fails to complete any of the assigned topics. A (100-91), B (90-81), C (80-71), D (70-61), E (60-51), Fx (50-0). Grades are awarded on a scale of:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A minimum of 91 points out of 100 is required for an A grade, a minimum of 81 points for a B grade, a minimum of 73 points for a C grade, a minimum of 66 points for a D grade and a minimum of 60 points for an E grade. Credit will not be awarded to a student who fails to complete any of the assigned topics or who scores less than 60 points, i.e., will be graded FX.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
After completing the course, the student has relevant basic theoretical and practical knowledge of artistic techniques supporting spatial expression, can apply the acquired knowledge in educational practice at the level of pre-primary education.

Class syllabus:
Course outcomes of subject (content):
The aim of the course is theoretical as well as practical development of artistic creativity and skills through art media supporting spatial expression - material spatial creation in synergy with creative experimentation and combining media in terms of artistic means of expression for educational practice in pre-primary education. In spatial creation through play and experimentation, students discover the properties and expressive possibilities of art materials.

Recommended literature:
Compulsory/Recommended readings:
PARRAMON, J.: Perspectives for artists. Prague: Publisher Jan Vašut, 2005. ISBN 80-7236-041-8.
ROESELOVÁ, V. Techniques in art education. Prague: Sarah, 1996. 80-902267-1-X.
ROESELOVÁ, Věra. Currents in art education. Prague: Sarah, 2000. ISBN 80-902267-3-6.
THOMAS, Karin. A history of art styles in the 20th century. Bratislava: Pallas, 1994. ISBN 80-7095-020-X.
BERGEROVÁ, Xénia, DRAHOŠ, Alojz, KMEŤ, Miloš. About art education. Bratislava: Comenius University, 2019. ISBN 978-80-223-4757-0
CIKÁNOVÁ, K. Discover shape with us. Prague: AVENTINUM, 1994. ISBN 80-71-51-732-1.
LACOVÁ, K. Art education in a non-traditional way. Bratislava: Medodicko-pedagogické centrum, 2007.
STADLER, Wolfgang. The History of Sculpture. Prague: Rebo Productions s.r.o., 1996. ISBN 80-85815-67-2.
VALACHOVÁ, D. et al. Art education. Non-traditional art strategies in kindergarten. Infra Slovakia, s.r.o., 2010. ISSN 1803-5175.
ZHOŘ, I. Searching for shape. Prague: M. Fronta, 1967.

Languages necessary to complete the course:
Slovak language, Czech language

Notes:

Past grade distribution Total number of evaluated students: 760						
A	ABS	B	C	D	E	FX
71,45	0,0	20,53	4,08	2,11	0,53	1,32
Lecturers: Mgr. art. Natália Okolicsányiová, ArtD., Mgr. Dominika Weissová, PhD.						
Last change: 22.09.2024						
Approved by: doc. PaedDr. Eva Severini, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPEP/B-PEPde246/22	Visual space media

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching:
2 hours per week in the form of a seminar. Form of teaching: introductory lecture + seminar (practical teaching). Recommended length of teaching (in hours): 22 hours in total per semester
Organisational form: combined (mostly full-time)
Student workload:
11x2 hours of direct teaching = 22 hours; 18 hours of preparation and provision of material and technical base for creation and implementation of specific assignments arising from the course; 20 hours of preparation for mid-term and final evaluation. Total 60 hours of student work.
Learning methods:
The teaching begins with an introductory lecture into the subject, followed by a discussion that touches on creative and realization methods related to the subject "Spatial Art Media". Students gain the necessary experience during their own work on assignments, which they can apply in educational practice at the pre-primary level. The creative methods are based on spatial sculptural principles which include all modelling methods. Students work with matter and space. They use all sculptural and sculptural traditional and non-traditional materials appropriate for application in educational practice.
Credits: 2
Recommended semester: 2rd – 3th semester
Degree of study/educational level: 1st

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
100% of the interim assessment. The course is continuously assessed by independent work assignments and completed by portfolio presentation. At least 91 points are required for an A grade, at least 81 points for a B grade, at least 71 points for a C grade, at least 61 points for a D grade, and at least 51 points for an E grade. Credit will not be awarded to a student who fails to complete any of the assigned topics. A (100-91), B (90-81), C (80-71), D (70-61), E (60-51), Fx (50-0). Grades are awarded on a scale of:

A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required)
A minimum of 91 points out of 100 is required for an A grade, a minimum of 81 points for a B grade, a minimum of 73 points for a C grade, a minimum of 66 points for a D grade and a minimum of 60 points for an E grade. Credit will not be awarded to a student who fails to complete any of the assigned topics or who scores less than 60 points, i.e., will be graded FX.

Learning outcomes:
Learning outcomes/ Objectives and learning outcomes:
After completing the course, the student has relevant basic theoretical and practical knowledge of artistic techniques supporting spatial expression, can apply the acquired knowledge in educational practice at the level of pre-primary education.

Class syllabus:
Course outcomes of subject (content):
The aim of the course is theoretical as well as practical development of artistic creativity and skills through art media supporting spatial expression - material spatial creation in synergy with creative experimentation and combining media in terms of artistic means of expression for educational practice in pre-primary education. In spatial creation through play and experimentation, students discover the properties and expressive possibilities of art materials.

Recommended literature:
Compulsory/Recommended readings:
PARRAMON, J.: Perspectives for artists. Prague: Publisher Jan Vašut, 2005. ISBN 80-7236-041-8.
ROESELOVÁ, V. Techniques in art education. Prague: Sarah, 1996. 80-902267-1-X.
ROESELOVÁ, Věra. Currents in art education. Prague: Sarah, 2000. ISBN 80-902267-3-6.
THOMAS, Karin. A history of art styles in the 20th century. Bratislava: Pallas, 1994. ISBN 80-7095-020-X.
BERGEROVÁ, Xénia, DRAHOŠ, Alojz, KMEŤ, Miloš. About art education. Bratislava: Comenius University, 2019. ISBN 978-80-223-4757-0
CIKÁNOVÁ, K. Discover shape with us. Prague: AVENTINUM, 1994. ISBN 80-71-51-732-1.
LACOVÁ, K. Art education in a non-traditional way. Bratislava: Medodicko-pedagogické centrum, 2007.
STADLER, Wolfgang. The History of Sculpture. Prague: Rebo Productions s.r.o., 1996. ISBN 80-85815-67-2.
VALACHOVÁ, D. et al. Art education. Non-traditional art strategies in kindergarten. Infra Slovakia, s.r.o., 2010. ISSN 1803-5175.
ZHOŘ, I. Searching for shape. Prague: M. Fronta, 1967.

Languages necessary to complete the course:
Slovak language, Czech language

Notes:

Past grade distribution Total number of evaluated students: 760						
A	ABS	B	C	D	E	FX
71,45	0,0	20,53	4,08	2,11	0,53	1,32
Lecturers: Mgr. art. Natália Okolicsányiová, ArtD., Mgr. Dominika Weissová, PhD.						
Last change: 22.09.2024						
Approved by: doc. PaedDr. Eva Severini, PhD.						