

## Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSpP/B-SPPex105/22			<b>Course title:</b> Augmentative and alternative communication			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3., 5.						
<b>Educational level:</b> I.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Dana Buntová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSpP/B-SPPex105/22			<b>Course title:</b> Augmentative and alternative communication			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 4.						
<b>Educational level:</b> I.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Dana Buntová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPšt041/15	<b>Course title:</b> Bachelor's thesis defence
<b>Number of credits:</b> 12	
<b>Educational level:</b> I.	
<p><b>Course requirements:</b></p> <p>Prerequisites for successful completion of the course:</p> <p>The state examination (including the defence of the final thesis), its conditions and procedural aspects are regulated by the VP 1/2020 Study Regulations of the Faculty of Arts of Charles University, as well as the VP 5/2021 Study Regulations of Charles University.</p> <p>A student may take the state examination a) after obtaining at least such number of credits that after obtaining credits for successful completion of the last state examination he/she achieves the necessary number of credits for proper completion of studies and b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination and c) no disciplinary proceedings are conducted against him/her.</p> <p>In the bachelor's degree of study, it is necessary to obtain 168 credits in the prescribed composition for the study part of the study programme. A further 12 credits are obtained for the successful defence of the bachelor thesis.</p> <p>According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular:</p> <ul style="list-style-type: none"> <li>- Demonstration of the student's ability to collect and interpret relevant data (facts), usually within the field of study, with the possibility of interdisciplinary overlap into other fields if necessary;</li> <li>- Demonstrate the ability to make informed decisions that also take into account social, scientific and ethical considerations;</li> <li>- Ability to communicate information, concepts, problems and solutions to both professional and lay audiences;</li> <li>- the ability to think and work creatively in the field of study;</li> <li>- knowledge and understanding of the problem/issue addressed;</li> <li>- Applying their skills in collecting, interpreting and processing basic literature, which may include its application in practice, or solving a sub-task related to the student's future field of study/assignment.</li> </ul> <p>Within the bachelor thesis the following are mainly evaluated:</p> <ol style="list-style-type: none"> <li>1. The contribution of the thesis to the field of study and whether the student has adequately demonstrated the ability to work creatively in its conception;</li> <li>2. The degree of demonstration of knowledge and knowledge of the problem addressed is reflected, the skills applied in collecting, interpreting and processing the basic literature are assessed, as well as the extent to which the student has mastered the application of theoretical background in practice or is able to solve a subtask related to the focus of the student's bachelor's thesis is evaluated;</li> <li>3. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination includes originality protocols: from the Central Register and Theses, the results of which are commented on by the supervisor and the opponent in their opinions;</li> </ol>	

4. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams;
5. Compliance of the structure of the thesis with the prescribed structure defined by the Internal Regulation No. 2/2018 Directive of the Rector of the University of Bratislava;
5. Respecting the recommended scope of the final thesis (the recommended scope of a bachelor's thesis is usually 30 - 40 standard pages - 54 000 to 72 000 characters including spaces), the adequacy of the scope of the thesis is assessed by the supervisor of the thesis;
6. Linguistic and stylistic level of the work and formal editing;
7. The manner and form of defending the thesis and the student's ability to respond adequately to the comments and questions in the supervisor's and opponent's evaluations.

The rating is awarded on a scale:

- A (excellent - excellent results),
- B (very good - above average standard),
- C (good - normal reliable work),
- D (satisfactory - acceptable results),
- E (sufficient - the results meet the minimum criteria),
- Fx (understatement).

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes:

The learning outcome is in accordance with the CU/PdF ToR, the mission and strategic objectives of the CU/PdF, 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 learning objectives and learning outcomes in individual subjects of the curriculum and other relevant documents.

As part of the bachelor's thesis defence, the future graduate must:

- Demonstrate adequate knowledge, expertise, analytical skills and ability to synthesize ideas in the field of special education and demonstrate their understanding in a professional debate on the topic/problem,
- demonstrate the ability to adequately, professionally and eruditely answer the questions posed by the members of the state examination committee in the debate and mutual professional dialogue within the scope of the processed issues in the field of special education,
- present their creativity and abstraction skills in communication and professional debate,
- Demonstrate a broader knowledge of the reference field of special pedagogy in relation to the professional issues addressed in the thesis and justify their use in the thesis in a convincing and professional manner,
- demonstrate a professional approach,
- have the ability to independently solve problem tasks and look for available solutions, understand the procedures of solutions and understand the impact of these solutions in special education practice,
- have the ability to interpret professional special education processes and phenomena, demonstrate the ability to understand them, propose solution procedures,
- Demonstrate ethical and moral qualities in the process of decision-making on issues of professional solutions and proposals for professional special-educational practices,
- to be able to communicate at a professional level appropriate to the first level of higher education in special education, to know professional special education and related terminology, basic scientific theories, to be able to apply them to practical special education processes,
- Demonstrate the knowledge, skills and competencies in the field of special education necessary to continue further studies,

- during the defence of the bachelor thesis, the student must demonstrate the acquired communication skills - to correctly express professional content accompanied by adequate nonverbal means and sophisticated expression respecting the culture of communication,
- to present their acquired digital skills in the creation of the presentation of the bachelor's thesis defence and its presentation in all steps,
- present their motivation for further studies or for pursuing a profession in the special education field of knowledge (or in helping/co-operating disciplines).

**Class syllabus:**

The course of the state examination is determined by the protocol and documents on the state examination, which are available on the faculty's website (<https://www.fedu.uniba.sk/studium/bakalarske-a-magisterske-studium/zaverecne-prace-a-statne-skusky/>). Students are informed in advance at the compulsory meeting of the graduating students with the study advisor about all the requirements, conditions, course and evaluation of the state examination (bachelor thesis defence). The compulsory meeting with the graduating students is also treated in the study regulations and in the study schedule for the respective AR. The specific timetable (schedule) is published well in advance on the Department's website and information about the composition of the State Examination Committee, the date of the State Examination, the place and time is also sent to the student electronically by e-mail.

**State exam syllabus:**

**Recommended literature:**

For the creation of the final thesis - bachelor thesis - the outputs of creative activities (scientific and professional outputs, or other outputs) recommended or consulted with the supervisor of the final thesis are binding.

Students have access to a large amount of information and knowledge within the faculty through the available electronic databases and remote access, which is managed by the faculty library.

**Languages necessary to complete the course:**

Slovak language (defence in the state language) + languages that are necessary for studying and working with the publication outputs chosen by the student.

**Last change:** 09.11.2022

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSpP/B-SPPex104/22			<b>Course title:</b> Basal stimulation			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3., 5.						
<b>Educational level:</b> I.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 129						
A	ABS	B	C	D	E	FX
42,64	0,0	17,83	35,66	3,1	0,78	0,0
<b>Lecturers:</b> Mgr. Zuzana Ivanová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSpP/B-SPPex104/22			<b>Course title:</b> Basal stimulation			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 4.						
<b>Educational level:</b> I.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 129						
A	ABS	B	C	D	E	FX
42,64	0,0	17,83	35,66	3,1	0,78	0,0
<b>Lecturers:</b> Mgr. Zuzana Ivanová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex024/22	<b>Course title:</b> Basics of Special Education Diagnostics
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 20 hours of seminar work preparation; 20 hours of preparation for the intermediate test; 35 hours of preparation for the final exam (test). A total of 80 hours of student work. Methods of education: Monological methods (lecturing, interpretation, explanation), dialogical methods (interview, discussion, polemic, debate, discussion, colloquium), situational methods (case studies).	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by examination, the ratio of interim and final assessment is 50/50. The student prepares a seminar thesis with a score of 20 points. The student takes a mid-term test with a score of 30 points. The course is completed with an assessment - a final written test of the knowledge acquired throughout the semester with a score of 50 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 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 results). A student in the high above-average band has mastered the knowledge and understanding related to the theoretical definition of the scientific field of special-educational diagnostics, knows and masters a brief history of special-educational diagnostics. The student knows the course and process of special-educational diagnostics in the basic construct. Knows a comprehensive, multidisciplinary approach to diagnosing individuals with special education needs. Knows the outcome of special-education diagnosis. Knows the measurement (data acquisition) issues in special education diagnosis. Has knowledge of basic special-educational 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.	

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 operation, good performance). Although the student knows, but cannot apply to practice, a student in the average range is proficient in the learning outcomes specifically broken down above for an A rating),

D (72-66%, satisfactory - acceptable results). The student knows, but in satisfactory form. Student has satisfactory mastery of the learning outcomes specifically described above for an A rating. Further self-study and acquisition of additional practical skills are expected in practice, although the results are acceptable.

E (65-60%, sufficient - results meet minimum criteria). The student knows the basic knowledge meeting the minimum criteria. The student knows with minimum criteria the learning outcomes specifically described 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%, insufficient - extra work required). Student does not sufficiently master even with the minimum criteria the learning outcomes specifically outlined above for an A grade, Repeat course required.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

The student acquires knowledge and knowledge related to the theoretical definition of the scientific field of special educational diagnostics, knows and knows the brief history of special educational diagnostics. He/she knows the course and process of special-educational diagnostics in the basic construct. Knows a comprehensive, multidisciplinary approach to diagnosing individuals with special education needs. Knows the outcome of special-education diagnosis. Knows the measurement (data acquisition) issues in special education diagnosis. Has knowledge of basic special-educational 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.

Other competences: communication skills, organisational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

### **Class syllabus:**

The course Fundamentals of Special Educational Diagnosis is oriented so that the student acquires theoretical knowledge as well as practical competencies and skills in the basic level necessary for the performance of the profession of educator and pedagogical assistant when working with individuals with special educational needs.

Main thematic areas of the course: Theoretical foundations of special educational diagnostics. Brief history of special educational diagnostics. The process of special-educational diagnostics. Special-educational diagnostics in inclusive settings. A comprehensive approach to the diagnosis of individuals with special educational needs. Outcome of special-educational diagnostics. The problem of measurement in diagnostics. Methods of special-pedagogical diagnostics. Method of observation. Anamnesis. Exploratory methods. Testing methods. Diagnostic testing. Case study. Analysis of the results of activities. Developmental scales. The main areas of special-educational diagnostics - detection of the level of motor skills and self-care, detection of laterality, detection of the level of communication skills, detection of the level of visual, auditory, tactile, kinesthetic perception. Orientation examination of sensory organ function. Use of diagnostic results in practice. Special educator - educator and pedagogical assistant as diagnostician.

### **Recommended literature:**

Required reading:

BIŠČO KASTELOVÁ, A., NÉMETH, O. 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. - 1. vyd. Bratislava: IRIS - Vydavateľstvo a tlač, 2020. ISBN 978-80-8200-056-9

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

Recommended reading:

BIŠČO KASTELOVÁ, A. 2010. Špeciálnopedagogická diagnostika v procese edukácie mentálne postihnutých. In: Edukácia mentálne postihnutých: špeciálne metodiky predmetov špeciálnej základnej školy. Bratislava: Iris, 2010. S. 93 – 130. ISBN 978-80-89256-53-2

BIŠČO KASTELOVÁ, A. 2016. Špeciálnopedagogická diagnostika vo svetle desaťročí. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. Bratislava: Iris, 2016. S. 93 – 103. ISBN 978-80-89726-79-0

BIŠČO KASTELOVÁ, A. NÉMETH, O. 2015. Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. S. 107 – 118. ISBN 978-80-223-4010-6

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

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

ZELINKOVÁ, O. 2001. Pedagogická diagnostika a individuální vzdělávací program. 1.vydanie. Praha: Portál, 2001. ISBN 80-7178-544-X Prague: Portál, 2001. ISBN 80-7178-544-X

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
22,31	0,0	17,77	18,18	19,83	16,12	5,79

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

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex024/22	<b>Course title:</b> Basics of Special Education Diagnostics
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 20 hours of seminar work preparation; 20 hours of preparation for the intermediate test; 35 hours of preparation for the final exam (test). A total of 80 hours of student work. Methods of education: Monological methods (lecturing, interpretation, explanation), dialogical methods (interview, discussion, polemic, debate, discussion, colloquium), situational methods (case studies).	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by examination, the ratio of interim and final assessment is 50/50. The student prepares a seminar thesis with a score of 20 points. The student takes a mid-term test with a score of 30 points. The course is completed with an assessment - a final written test of the knowledge acquired throughout the semester with a score of 50 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 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 results). A student in the high above-average band has mastered the knowledge and understanding related to the theoretical definition of the scientific field of special-educational diagnostics, knows and masters a brief history of special-educational diagnostics. The student knows the course and process of special-educational diagnostics in the basic construct. Knows a comprehensive, multidisciplinary approach to diagnosing individuals with special education needs. Knows the outcome of special-education diagnosis. Knows the measurement (data acquisition) issues in special education diagnosis. Has knowledge of basic special-educational 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.	

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 operation, good performance). Although the student knows, but cannot apply to practice, a student in the average range is proficient in the learning outcomes specifically broken down above for an A rating),

D (72-66%, satisfactory - acceptable results). The student knows, but in satisfactory form. Student has satisfactory mastery of the learning outcomes specifically described above for an A rating. Further self-study and acquisition of additional practical skills are expected in practice, although the results are acceptable.

E (65-60%, sufficient - results meet minimum criteria). The student knows the basic knowledge meeting the minimum criteria. The student knows with minimum criteria the learning outcomes specifically described 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%, insufficient - extra work required). Student does not sufficiently master even with the minimum criteria the learning outcomes specifically outlined above for an A grade, Repeat course required.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

The student acquires knowledge and knowledge related to the theoretical definition of the scientific field of special educational diagnostics, knows and knows the brief history of special educational diagnostics. He/she knows the course and process of special-educational diagnostics in the basic construct. Knows a comprehensive, multidisciplinary approach to diagnosing individuals with special education needs. Knows the outcome of special-education diagnosis. Knows the measurement (data acquisition) issues in special education diagnosis. Has knowledge of basic special-educational 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.

Other competences: communication skills, organisational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.

### **Class syllabus:**

The course Fundamentals of Special Educational Diagnosis is oriented so that the student acquires theoretical knowledge as well as practical competencies and skills in the basic level necessary for the performance of the profession of educator and pedagogical assistant when working with individuals with special educational needs.

Main thematic areas of the course: Theoretical foundations of special educational diagnostics. Brief history of special educational diagnostics. The process of special-educational diagnostics. Special-educational diagnostics in inclusive settings. A comprehensive approach to the diagnosis of individuals with special educational needs. Outcome of special-educational diagnostics. The problem of measurement in diagnostics. Methods of special-pedagogical diagnostics. Method of observation. Anamnesis. Exploratory methods. Testing methods. Diagnostic testing. Case study. Analysis of the results of activities. Developmental scales. The main areas of special-educational diagnostics - detection of the level of motor skills and self-care, detection of laterality, detection of the level of communication skills, detection of the level of visual, auditory, tactile, kinesthetic perception. Orientation examination of sensory organ function. Use of diagnostic results in practice. Special educator - educator and pedagogical assistant as diagnostician.

### **Recommended literature:**

Required reading:

BIŠČO KASTELOVÁ, A., NÉMETH, O. 2020. Základy špeciálnopedagogickej diagnostiky a špeciálnopedagogického poradenstva. - 1. vyd. Bratislava: IRIS - Vydavateľstvo a tlač, 2020. ISBN 978-80-8200-056-9

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

Recommended reading:

BIŠČO KASTELOVÁ, A. 2010. Špeciálnopedagogická diagnostika v procese edukácie mentálne postihnutých. In: Edukácia mentálne postihnutých: špeciálne metodiky predmetov špeciálnej základnej školy. Bratislava: Iris, 2010. S. 93 – 130. ISBN 978-80-89256-53-2

BIŠČO KASTELOVÁ, A. 2016. Špeciálnopedagogická diagnostika vo svetle desaťročí. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. Bratislava: Iris, 2016. S. 93 – 103. ISBN 978-80-89726-79-0

BIŠČO KASTELOVÁ, A. NÉMETH, O. 2015. Aktuálne otázky špeciálnopedagogickej diagnostiky v ranom a predškolskom veku. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. S. 107 – 118. ISBN 978-80-223-4010-6

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

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

ZELINKOVÁ, O. 2001. Pedagogická diagnostika a individuální vzdělávací program. 1.vydanie. Praha: Portál, 2001. ISBN 80-7178-544-X Prague: Portál, 2001. ISBN 80-7178-544-X

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
22,31	0,0	17,77	18,18	19,83	16,12	5,79

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

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSpP/B-SPPex106/22		<b>Course title:</b> Basics of animal-assisted therapy for special educators				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 4.						
<b>Educational level:</b> I.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 89						
A	ABS	B	C	D	E	FX
69,66	0,0	23,6	2,25	1,12	0,0	3,37
<b>Lecturers:</b> Mgr. Daša Švecová						
<b>Last change:</b>						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KSpP/B-SPPex106/22		<b>Course title:</b> Basics of animal-assisted therapy for special educators				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3., 5.						
<b>Educational level:</b> I.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 89						
A	ABS	B	C	D	E	FX
69,66	0,0	23,6	2,25	1,12	0,0	3,37
<b>Lecturers:</b> Mgr. Daša Švecová						
<b>Last change:</b>						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex007/22	<b>Course title:</b> Basics of physical education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of seminar work preparation + practical output; 25 hours of preparation for the interim assessment - test. TOTAL: 50 hours of student work. Learning methods: Monological, (lecturing, interpretation, explanation, instruction), dialogical (interview), practical (practice, training)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course will be completed with a written test of the acquired knowledge + practical output 50% + 50% =100%. 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 25 points on the written examination. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent - excellent practical and theoretical results), B (90-81%, very good - above average standard, borderline thinking), C (80-73%, good - ordinary reliable work, unable to apply to practice), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will gain theoretical and practical knowledge about the specifics of the teaching process of physical and sport education in individual sports. In individual practical presentations of the specified topics, they acquire communication skills, organizational skills, digital skills, analytical skills, creativity, thinking in context and responding to the solution of a given situation.	

**Class syllabus:**

Characteristics and content of the basic concepts in the field of sport science. The characteristics of physical education and sport from the historical social phenomenon, as a product and process of an integral part of global culture. Emphasizing the perception of the content, scope, and structure of physical education and sport as an integral part of education. In addition to defining theoretical concepts, the focus is on the issue of school physical education its historical development, function, goals, structure and its place in the system of education and training of youth and adults. The course also focuses on deepening the knowledge of the internal conditions determining the process of optimal natural physical and motor development of children, pre-school, younger school age through movement. At the same time, the latest knowledge about the possibilities and methods of intensive stimulation by means of physical education in preschool, school education is presented. Systematics of athletics, gymnastics, swimming, movement, small, preparatory, non-traditional and sports games, dance, calanetics, yoga, stretching, winter, summer hiking, cross-country skiing, downhill skiing, snowboarding.

**Recommended literature:**

KORVÍNOVÁ K., JUROVÁ D. Využitie pohybových hier na zdokonalenie koordinačných schopností na 1. stupni ZŠ. In. Technika a metodika zimných a letných športov v prírode 2016 [elektronický dokument]. – Bratislava: fakulta telesnej výchovy a športu, Univerzita Komenského v Bratislave, 2016. – S. 106 – 128 ISBN 978-80-22š-4249-0.

KUČERA, M., KOLÁR, P., DYLEVSKÝ, I. et al. Dítě, sport a zdraví. Praha: Galen, 2011. ISBN 978-80-7262-712-7.

Recommended readings:

ANTALA, B., LABUDOVÁ, J., DANČÍKOVÁ, V. a kolektív. Koedukované vyučovanie telesnej a športovej výchovy. Bratislava: IMC Agency, 2013. ISBN 978-80-89257-63-8.

ARGAJ, G. et al. Pohybové hry. Bratislava: Univerzita Komenského, 2011. ISBN 80-223-1658-X.

ARGAJ, G. Pohybové hry pre telesnú a športovú výchovu.. Bratislava: Univerzita Komenského, 2009. ISBN 978-223-2602-5.

KASA, J., ŠVEC, Š. 2007. Terminologický slovník vied o športe Bratislava UK FTVŠ PEEM, 2007. ISBN 978-80-89197-78-1.

KOSTRUB, D. a kolektív: Vychovávanie a starostlivosť o deti do troch rokov veku Bratislava: Univerzita Komenského v BA, 2018. ISBN 978-80-4667-2

KOSTRUB, Dušan a kolektív: Vychovávanie a starostlivosť o deti do troch rokov veku Bratislava: Univerzita Komenského v BA, 2018. ISBN 978-80-4667-2

KUČERA, Miroslav, KOLÁR, Pavel, DYLEVSKÝ, Ivan et al. Dítě, sport a zdraví. Praha: Galen, 2011. ISBN 978-80-7262-712-7. BENČURIKOVÁ, Ľ. Plavecká príprava detí predškolského veku. Bratislava: FTVŠ UK, 2008

LABUDOVÁ, J. a kolektív. Integrácia v telesnej výchove a športe. Bratislava: UK FTVŠ ICM AGENCY, 2011. ISBN 978-80-89257-30-0.

LADECKÁ, P., KYSELOVIČOVÁ, O.. 2018. Vplyv špeciálneho tréningového zaťaženia na športovú výkonnosť bežcov na stredné vzdialenosti Petronela Ladecká; školiteľka Oľga Kyselovičová Ladecká, 2018 Rozsah 101 s., prílohy 28 s.

LADECKÁ, P., KYSELOVIČOVÁ, O., ZEMKOVÁ, E. 2013. Diferencovaný vplyv silového a plyometrického tréningu na špecifickú výkonnosť bežcov na stredné vzdialenosti. In: Od výskumu k praxi v športe 2013. Bratislava: STU, 2013. s. 155-159. ISBN 978-80-227-4113-2.

LADECKÁ, P., KYSELOVIČOVÁ, O., ZEMKOVÁ, E.. 2014. Effect of plyometric training on middle distance runners' performance. In: Sports, physical activity and health [elektronický

dokument]. Bratislava: Slovenský olympijský výbor, 2014. s. 168-175. [CD-ROM]. ISBN 978-80-89075-45-4.

MAČURA, I., MAČURA, I., MAČURA, P. Pohybové hry v živote, v škole a na tréningu Nitra PdF UKŠ – Bratislava: FTVŠ UK. 2001.

MAČURA, P. a kol. English for Slovak Sports Experts Bratislava: UK FTVŠ v spolupráci s vysokoškolskými pracoviskami, 2013. ISBN 978-80-223-3493-8. OBORNÝ, Jozef a kolektív. Športové aktivity a životný štýl (vybrané problémy) Bratislava: UK FTVŠ Katedra športovej edukológie a športovej humanistiky, 2013. ISBN 978-80-89075-41-6

TÁBORSKÝ, F. Sportovní hry I Praha: Grada Publishing, 2004. ISBN 80-247-0875-2.

TÁBORSKÝ, F. Sportovní hry II Praha: Grada Publishing, 2005. ISBN 80-247-1330-6.

**Languages necessary to complete the course:**

Slovak, English and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 341

A	ABS	B	C	D	E	FX
63,34	0,0	13,2	9,68	3,52	5,28	4,99

**Lecturers:** doc. Mgr. Dagmar Nemček, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex082/22	<b>Course title:</b> Basics of sign language I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 10 hours of preparation for the interim assessment; 20 hours of preparation for the final test. A total of 50 hours of student work. Learning methods: Small group work, role-play method, didactic games, e-learning, practice	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will be evaluated by two tests (2x max. 25 points) and a seminar paper on a topic assigned by the instructor (max. 50 points). Both the tests and the seminar paper are aimed at practical mastery of the individual lessons of the course. To obtain a final grade of A, you must obtain at least 91 points, to obtain a grade of B at least 81 points, to obtain a grade of C at least 73 points, to obtain a grade of D at least 66 points and to obtain a grade of E at least 60 points. 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, student knows/mastered/practically and theoretically mastered lessons from selected sign language topics, able to apply to practice; B-Excellent performance, student knows/mastered, practically and theoretically mastered lessons from basic sign language topics, able to apply to practice; C-good performance, student knows/learns, practically masters lessons from selected sign language topics, partially able to apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially practically and theoretically masters lessons from selected sign language topics; E- minimally acceptable	

<p>performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.</p> <p>Scale of assessment (preliminary/final): 100/0</p>						
<p><b>Learning outcomes:</b></p> <p>After completing the course, the student is able to handle basic communication with persons with hearing loss on the topics covered, knows the practical difference between different forms of sign communication, knows the reasons for their use, knows the basic signing vocabulary on selected topics and is able to apply it in practice in various communication situations.</p> <p>The student develops communication skills, organisational skills, interpersonal skills, creativity, abstract thinking skills, motivation, ability to learn, ability to communicate in a manual form of communication</p>						
<p><b>Class syllabus:</b></p> <p>1.Introduction to the subject - theoretical basics of sign language communication 2.First contact (greetings, basic phrases), 3. People and family, 4.Fruits and vegetables, 5.Food and drinks, 6.Colours and numbers, 7.Clothes, 8.Animals, 9.Transport, 10.Question and answer</p>						
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>KOUDELKOVÁ, Š. a TARCSIOVÁ, D., 2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 202 s., ISBN 9788082000156.</p> <p>TARCSIOVÁ, D., 2010. Základy posunkového jazyka pre študentov [elektronický dokument]. Bratislava: Mabag. 2010, 70 s. ISBN 978-80-89113-80-4.</p> <p>TARCSIOVÁ, D., - urobené videosekvencie.</p> <p>Link: <a href="https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw">https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw</a></p> <p>Recommended readings:</p> <p>GÁLOVÁ, D., HOLUBOVÁ, V, VOJTECHOVSKÝ, R., eds., 2008. Rozprávky v posunkovom jazyku (DVD). Bratislava: SNEPEDA.</p> <p>ŠTEFKOVÁ, M., a kol., 1995. Päť prštekov na ruke (videokazety). Bratislava: BUVIK. 1995.</p> <p>Základy posunkového jazyka pre rodičov malých sluchovo postihnutých detí. ATLPRENES: Bratislava 2003 (DVD)</p> <p>Slovník slovenského jazyka - slovenského posunkového jazyka pre oblasť rodina (DVD). 2011, Bratislava: Myslím - centrum kultúry Nepočujúcich.</p> <p>Ezopové bájky v slovenskom posunkovom jazyku (DVD), 2016, Bratislava: Myslím – centrum kultúry Nepočujúcich</p> <p>TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).</p> <p>TOMÁŠKOVÁ, M. 2020 - urobené video sekvencie na Moodle (moodle. uniba.sk)</p> <p>Posunkuj hravo (aplikácia), 2018. Infosluch OZ.</p>						
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language and sign language</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 68</p>						
A	ABS	B	C	D	E	FX
60,29	0,0	30,88	2,94	0,0	0,0	5,88

<b>Lecturers:</b> prof. PaedDr. Darina Tarcsiová, PhD., Mgr. Miroslava Tomášková, PhD.
<b>Last change:</b> 11.09.2023
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex082/22	<b>Course title:</b> Basics of sign language I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 10 hours of preparation for the interim assessment; 20 hours of preparation for the final test. A total of 50 hours of student work. Learning methods: Small group work, role-play method, didactic games, e-learning, practice	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will be evaluated by two tests (2x max. 25 points) and a seminar paper on a topic assigned by the instructor (max. 50 points). Both the tests and the seminar paper are aimed at practical mastery of the individual lessons of the course. To obtain a final grade of A, you must obtain at least 91 points, to obtain a grade of B at least 81 points, to obtain a grade of C at least 73 points, to obtain a grade of D at least 66 points and to obtain a grade of E at least 60 points. 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, student knows/mastered/practically and theoretically mastered lessons from selected sign language topics, able to apply to practice; B-Excellent performance, student knows/mastered, practically and theoretically mastered lessons from basic sign language topics, able to apply to practice; C-good performance, student knows/learns, practically masters lessons from selected sign language topics, partially able to apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially practically and theoretically masters lessons from selected sign language topics; E- minimally acceptable	

<p>performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.</p> <p>Scale of assessment (preliminary/final): 100/0</p>						
<p><b>Learning outcomes:</b></p> <p>After completing the course, the student is able to handle basic communication with persons with hearing loss on the topics covered, knows the practical difference between different forms of sign communication, knows the reasons for their use, knows the basic signing vocabulary on selected topics and is able to apply it in practice in various communication situations.</p> <p>The student develops communication skills, organisational skills, interpersonal skills, creativity, abstract thinking skills, motivation, ability to learn, ability to communicate in a manual form of communication</p>						
<p><b>Class syllabus:</b></p> <p>1.Introduction to the subject - theoretical basics of sign language communication 2.First contact (greetings, basic phrases), 3. People and family, 4.Fruits and vegetables, 5.Food and drinks, 6.Colours and numbers, 7.Clothes, 8.Animals, 9.Transport, 10.Question and answer</p>						
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>KOUDELKOVÁ, Š. a TARCSIOVÁ, D., 2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 202 s., ISBN 9788082000156.</p> <p>TARCSIOVÁ, D., 2010. Základy posunkového jazyka pre študentov [elektronický dokument]. Bratislava: Mabag. 2010, 70 s. ISBN 978-80-89113-80-4.</p> <p>TARCSIOVÁ, D., - urobené videosekvencie.</p> <p>Link: <a href="https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw">https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw</a></p> <p>Recommended readings:</p> <p>GÁLOVÁ, D., HOLUBOVÁ, V, VOJTECHOVSKÝ, R., eds., 2008. Rozprávky v posunkovom jazyku (DVD). Bratislava: SNEPEDA.</p> <p>ŠTEFKOVÁ, M., a kol., 1995. Päť prŕstekov na ruke (videokazety). Bratislava: BUVIK. 1995.</p> <p>Základy posunkového jazyka pre rodičov malých sluchovo postihnutých detí. ATLPRENES: Bratislava 2003 (DVD)</p> <p>Slovník slovenského jazyka - slovenského posunkového jazyka pre oblasť rodina (DVD). 2011, Bratislava: Myslím - centrum kultúry Nepočujúcich.</p> <p>Ezopové bájkky v slovenskom posunkovom jazyku (DVD), 2016, Bratislava: Myslím – centrum kultúry Nepočujúcich</p> <p>TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).</p> <p>TOMÁŠKOVÁ, M. 2020 - urobené video sekvencie na Moodle (moodle. uniba.sk)</p> <p>Posunkuj hravo (aplikácia), 2018. Infosluch OZ.</p>						
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language and sign language</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 68</p>						
A	ABS	B	C	D	E	FX
60,29	0,0	30,88	2,94	0,0	0,0	5,88

<b>Lecturers:</b> prof. PaedDr. Darina Tarcsiová, PhD., Mgr. Miroslava Tomášková, PhD.
<b>Last change:</b> 11.09.2023
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex083/22	<b>Course title:</b> Basics of sign language II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 10 hours of preparation for the interim assessment; 20 hours of preparation for the final test. A total of 50 hours of student work. Education methods: Work in small groups, role-playing method, didactic games, e-learning, practice	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will be evaluated in the form of two tests (2x max. 25 points) and a seminar paper on a topic assigned by the teacher (max. 50 points). Tests and seminar work are aimed at practical mastering of individual lessons from the subject. 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 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/practically and theoretically manages the lessons on selected topics of sign language, can apply them in practice; B-excellent performance, student knows/controls, practically and theoretically mastered the lessons on the basic topics of sign language, can apply in practice; C-good performance, the student does know/learned, he practically manages the lessons on selected topics from sign language, he can partially apply them in practice, D- acceptable performance, the student learned partially but cannot adequately apply it in practice, he partially manages the lessons practically and theoretically from selected topics of sign language; E- minimally acceptable performance, the student has learned minimally and cannot adequately	

<p>apply it in practice; FX – unacceptable performance, the student did not meet the conditions for the specified criteria.</p> <p>Scale of assessment (preliminary/final): 100/0</p>																				
<p><b>Learning outcomes:</b></p> <p>After completing the course, the student manages basic communication with persons with hearing loss on the topics covered, practically controls the difference between various forms of sign communication, knows the reasons for their use, controls basic sign language on selected topics and can apply it in practice in various communication situations.</p> <p>The student develops communication skills, organizational skills, interpersonal skills, creativity, the ability to think abstractly, motivation, the ability to learn, the ability to communicate in a manual form of communication.</p>																				
<p><b>Class syllabus:</b></p> <p>1. House and living, 2. Toys, 3. School, dormitory and school supplies, 4. Teaching, education, 5. City and street, 6. Man-body, 7. Diseases and health, 8. Time and seasons, 9. Sports, 10. Employment and work</p>																				
<p><b>Recommended literature:</b></p> <p>KOUDELKOVÁ, Š. a TARCSIOVÁ, D., 2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 202 s., ISBN 9788082000156.</p> <p>TARCSIOVÁ, D., 2010. Základy posunkového jazyka pre študentov [elektronický dokument]. Bratislava: Mabag. 2010, 70 s. ISBN 978-80-89113-80-4.</p> <p>TARCSIOVÁ, D., - urobené videosekvencie.</p> <p>Link: <a href="https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw">https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw</a></p> <p>Recommended readings:</p> <p>GÁLOVÁ, D., HOLUBOVÁ, V, VOJTECHOVSKÝ, R., eds., 2008. Rozprávky v posunkovom jazyku (DVD). Bratislava: SNEPEDA.</p> <p>ŠTEFKOVÁ, M., a kol., 1995. Päť prŕtekov na ruke (videokazety). Bratislava: BUVIK. 1995.</p> <p>Základy posunkového jazyka pre rodičov malých sluchovo postihnutých detí. ATLPRENES: Bratislava 2003 (DVD)</p> <p>Ezopové bájky v slovenskom posunkovom jazyku (DVD), 2016, Bratislava: Myslím – centrum kultúry Nepočujúcich</p> <p>TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).</p> <p>TOMÁŠKOVÁ, M. 2020 - urobené video sekvencie na Moodle (moodle. uniba.sk)</p> <p>Posunkuj hravo (aplikácia), 2018. Infosluch OZ.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language and sign language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 23</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>73,91</td><td>0,0</td><td>8,7</td><td>0,0</td><td>0,0</td><td>0,0</td><td>17,39</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	73,91	0,0	8,7	0,0	0,0	0,0	17,39
A	ABS	B	C	D	E	FX														
73,91	0,0	8,7	0,0	0,0	0,0	17,39														
<p><b>Lecturers:</b> prof. PaedDr. Darina Tarcsiová, PhD., Mgr. Miroslava Tomášková, PhD.</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex083/22	<b>Course title:</b> Basics of sign language II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 10 hours of preparation for the interim assessment; 20 hours of preparation for the final test. A total of 50 hours of student work. Education methods: Work in small groups, role-playing method, didactic games, e-learning, practice	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will be evaluated in the form of two tests (2x max. 25 points) and a seminar paper on a topic assigned by the teacher (max. 50 points). Tests and seminar work are aimed at practical mastering of individual lessons from the subject. 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 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/practically and theoretically manages the lessons on selected topics of sign language, can apply them in practice; B-excellent performance, student knows/controls, practically and theoretically mastered the lessons on the basic topics of sign language, can apply in practice; C-good performance, the student does know/learned, he practically manages the lessons on selected topics from sign language, he can partially apply them in practice, D- acceptable performance, the student learned partially but cannot adequately apply it in practice, he partially manages the lessons practically and theoretically from selected topics of sign language; E- minimally acceptable performance, the student has learned minimally and cannot adequately	

<p>apply it in practice; FX – unacceptable performance, the student did not meet the conditions for the specified criteria.</p> <p>Scale of assessment (preliminary/final): 100/0</p>																				
<p><b>Learning outcomes:</b></p> <p>After completing the course, the student manages basic communication with persons with hearing loss on the topics covered, practically controls the difference between various forms of sign communication, knows the reasons for their use, controls basic sign language on selected topics and can apply it in practice in various communication situations.</p> <p>The student develops communication skills, organizational skills, interpersonal skills, creativity, the ability to think abstractly, motivation, the ability to learn, the ability to communicate in a manual form of communication.</p>																				
<p><b>Class syllabus:</b></p> <p>1. House and living, 2. Toys, 3. School, dormitory and school supplies, 4. Teaching, education, 5. City and street, 6. Man-body, 7. Diseases and health, 8. Time and seasons, 9. Sports, 10. Employment and work</p>																				
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<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language and sign language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 23</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>73,91</td><td>0,0</td><td>8,7</td><td>0,0</td><td>0,0</td><td>0,0</td><td>17,39</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	73,91	0,0	8,7	0,0	0,0	0,0	17,39
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73,91	0,0	8,7	0,0	0,0	0,0	17,39														
<p><b>Lecturers:</b> prof. PaedDr. Darina Tarcsiová, PhD., Mgr. Miroslava Tomášková, PhD.</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				



**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex088/22	<b>Course title:</b> Behaviour modification and re-education of behaviour disorders
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of seminar work preparation; 25 hours of preparation for the interim assessment. A total of 50 hours of student work. Learning methods: Lecture, group discussion, interview, guided discussion on the topic covered, guided self-study and work with text.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an evaluation, the ratio of midterm to final evaluation is 100/0. Students are required to complete a midterm seminar paper and present the seminar paper to their classmates for 40 points and pass a midterm test for 60 points, for a total of 100 points. The successful completion of the course is subject to obtaining at least 60% of the maximum possible grade for the course. A grade of A requires a minimum of 91 points, a grade of B requires a minimum of 81 points, a grade of C requires a minimum of 73 points, a grade of D requires a minimum of 66 points, and a grade of E requires a minimum of 60 points. Weighting of the midterm/final assessment: 100/0. The grade is awarded on a scale: A (100-91%, excellent performance , student knows/can do/creates/critically evaluates ) B (90 - 81%, excellent performance, student can/does, but critical thinking is borderline) C (80 - 73%, good performance, student knows/learns but cannot apply to practice) D (72 - 66%, acceptable performance, student satisfactorily knows/learned but cannot apply to practice) E (65 - 60%, satisfactory performance, student meets minimum criteria in knowledge learned, cannot apply to practice), Fx (59 - 0%, inadequate performance, student does not meet established criteria, cannot apply to practice). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b>	

Students will gain adequate theoretical knowledge and practical skills in the area of behavior modification and re-education of behavior disorders. They will be able to obtain valid data for the formulation of special education modification and use it for the purpose of application to practice. Further, the student will develop analytical and active thinking skills when working with assigned professional text, be able to compare and evaluate information, and plan their activities. Actively uses digital technologies for their further learning and development within special education.
<p><b>Class syllabus:</b></p> <p>Foundations of theoretical concepts of behavioral disorders. Ontogenetic contexts associated with the manifestations of behavioural disorders - early childhood, preschool, school age, adolescence. Social environments and their influence on the manifestation of conduct disorder. Options for modifying behavioural manifestations in the family, school and leisure. Means, methods, techniques and programmes applied in the process of behaviour modification and re-education of behaviour disorders.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>KURUC, M. 2013. Poruchy správania u detí a adolescentov a ich pedagogická diagnostika. Bratislava: Univerzita Komenského v Bratislave. 2013. ISBN 978-80-223-3512-6</p> <p>SMETANOVÁ, D. a kol. 2014. Prejavy správania u vybraných skupín žiakov základných škôl. 1. vyd. Bratislava: Univerzita Komenského, Pedagogická fakulta, 2014. ISBN 978-80-89726-17-2</p> <p>TICHÁ, E. a KOVÁČOVÁ, B. 2015. Teoretické východiská porúch správania. Bratislava: Univerzita Komenského v Bratislave. 2015. ISBN 978-80-223-3994-0</p> <p>Recommended readings:</p> <p>HUTYROVÁ, M. a kol. 2019. Děti a problémy v chování. Etopedie v praxi. Bratislava: Portál, 2019. ISBN 9788026215233.</p> <p>KALEJA, M. 2013. Etopedická propedeutika v inkluzivní speciální pedagogice. Ostrava: PdF OU, 2013. ISBN 978-80-7664-396-5</p> <p>KALEJA, M. 2013. Teorie a praxe etopedie. Ostrava: PdF OU, 2013. ISBN 978-80-7464-419-1</p> <p>SMETANOVÁ, D. 2013. Výsledky štúdie zameranej na internetové poradenstvo v SR v oblasti porúch emocionality a porúch správania. In: Rozmanité světy internetového poradenství. Brno: Modrá linka, 2013. ISBN 978-80-260-4345-4</p> <p>SMETANOVÁ, D. 2012. Participácia sociálnej pedagogiky pri problémovom správaní detí a mládeže v školskom prostredí. In: Poruchy správania ako sociálny a edukačný fenomén. Bratislava : Iris, 2012. ISBN 978-80-89238-69-9</p> <p>ŠKOVIERA, A. 2011. Prevýchova. Úvod do teórie a praxe. Bratislava: FICE. 2011. ISBN 978-80-969-2534-6</p> <p>VANČOVÁ, A., KEČKÉŠOVÁ, M., SMETANOVÁ, D. 2017. Ochrana práv dieťaťa a rodiny v Slovenskej republike rámcovaná platnou legislatívou. 1. vyd. Bratislava: Slovak education publishing, 2017. ISBN 978-80-89834-03-7</p> <p>ZELINA, M. 2011. Stratégie a metódy rozvoja osobnosti dieťaťa. Bratislava: Iris. 2011. ISBN 978-8089256600</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language and Czech language</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 17						
A	ABS	B	C	D	E	FX
64,71	0,0	35,29	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PaedDr. Dorota Smetanová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex088/22	<b>Course title:</b> Behaviour modification and re-education of behaviour disorders
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of seminar work preparation; 25 hours of preparation for the interim assessment. A total of 50 hours of student work. Learning methods: Lecture, group discussion, interview, guided discussion on the topic covered, guided self-study and work with text.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an evaluation, the ratio of midterm to final evaluation is 100/0. Students are required to complete a midterm seminar paper and present the seminar paper to their classmates for 40 points and pass a midterm test for 60 points, for a total of 100 points. The successful completion of the course is subject to obtaining at least 60% of the maximum possible grade for the course. A grade of A requires a minimum of 91 points, a grade of B requires a minimum of 81 points, a grade of C requires a minimum of 73 points, a grade of D requires a minimum of 66 points, and a grade of E requires a minimum of 60 points. Weighting of the midterm/final assessment: 100/0. The grade is awarded on a scale: A (100-91%, excellent performance , student knows/can do/creates/critically evaluates ) B (90 - 81%, excellent performance, student can/does, but critical thinking is borderline) C (80 - 73%, good performance, student knows/learns but cannot apply to practice) D (72 - 66%, acceptable performance, student satisfactorily knows/learned but cannot apply to practice) E (65 - 60%, satisfactory performance, student meets minimum criteria in knowledge learned, cannot apply to practice), Fx (59 - 0%, inadequate performance, student does not meet established criteria, cannot apply to practice). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b>	

Students will gain adequate theoretical knowledge and practical skills in the area of behavior modification and re-education of behavior disorders. They will be able to obtain valid data for the formulation of special education modification and use it for the purpose of application to practice. Further, the student will develop analytical and active thinking skills when working with assigned professional text, be able to compare and evaluate information, and plan their activities. Actively uses digital technologies for their further learning and development within special education.
<p><b>Class syllabus:</b></p> <p>Foundations of theoretical concepts of behavioral disorders. Ontogenetic contexts associated with the manifestations of behavioural disorders - early childhood, preschool, school age, adolescence. Social environments and their influence on the manifestation of conduct disorder. Options for modifying behavioural manifestations in the family, school and leisure. Means, methods, techniques and programmes applied in the process of behaviour modification and re-education of behaviour disorders.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>KURUC, M. 2013. Poruchy správania u detí a adolescentov a ich pedagogická diagnostika. Bratislava: Univerzita Komenského v Bratislave. 2013. ISBN 978-80-223-3512-6</p> <p>SMETANOVÁ, D. a kol. 2014. Prejavy správania u vybraných skupín žiakov základných škôl. 1. vyd. Bratislava: Univerzita Komenského, Pedagogická fakulta, 2014. ISBN 978-80-89726-17-2</p> <p>TICHÁ, E. a KOVÁČOVÁ, B. 2015. Teoretické východiská porúch správania. Bratislava: Univerzita Komenského v Bratislave. 2015. ISBN 978-80-223-3994-0</p> <p>Recommended readings:</p> <p>HUTYROVÁ, M. a kol. 2019. Děti a problémy v chování. Etopedie v praxi. Bratislava: Portál, 2019. ISBN 9788026215233.</p> <p>KALEJA, M. 2013. Etopedická propedeutika v inkluzivní speciální pedagogice. Ostrava: PdF OU, 2013. ISBN 978-80-7664-396-5</p> <p>KALEJA, M. 2013. Teorie a praxe etopedie. Ostrava: PdF OU, 2013. ISBN 978-80-7464-419-1</p> <p>SMETANOVÁ, D. 2013. Výsledky štúdie zameranej na internetové poradenstvo v SR v oblasti porúch emocionality a porúch správania. In: Rozmanité světy internetového poradenství. Brno: Modrá linka, 2013. ISBN 978-80-260-4345-4</p> <p>SMETANOVÁ, D. 2012. Participácia sociálnej pedagogiky pri problémovom správaní detí a mládeže v školskom prostredí. In: Poruchy správania ako sociálny a edukačný fenomén. Bratislava : Iris, 2012. ISBN 978-80-89238-69-9</p> <p>ŠKOVIERA, A. 2011. Prevýchova. Úvod do teórie a praxe. Bratislava: FICE. 2011. ISBN 978-80-969-2534-6</p> <p>VANČOVÁ, A., KEČKÉŠOVÁ, M., SMETANOVÁ, D. 2017. Ochrana práv dieťaťa a rodiny v Slovenskej republike rámcovaná platnou legislatívou. 1. vyd. Bratislava: Slovak education publishing, 2017. ISBN 978-80-89834-03-7</p> <p>ZELINA, M. 2011. Stratégie a metódy rozvoja osobnosti dieťaťa. Bratislava: Iris. 2011. ISBN 978-8089256600</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language and Czech language</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 17						
A	ABS	B	C	D	E	FX
64,71	0,0	35,29	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Nikoletta Szászová, PhD., MBA						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex085/22	<b>Course title:</b> Braille
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours seminar; 15 hours of preparation for the interim assessment; 30 hours of preparation for the final assessment; TOTAL: 50 hours of student work. Methods of delivery of the content of education: interpretation of the curriculum, discussion, methods of practical activity (methods of practicing practical skills), methods of repetition and consolidation of the curriculum, self-study.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of interim and final assessment 100/0. There will be one practical test during the semester in reading and writing continuously learned Braille characters, in which the student will have the opportunity to earn a maximum of 20 points. In the final assessment, which will focus on practical mastery of the basics of reading and writing Braille, including numbers and punctuation, the student may earn a maximum of 80 points. A total of 100 points for both assessments. In order to successfully complete the course and receive the appropriate number of credits, the student must earn: - A minimum of 91 points is required for the final A grades, - at least 81 points for a B grade, - at least 73 points for grade C, - at least 66 points for grade D - and for grade E at least 60 points. To pass the course you must obtain a minimum of 60% of the marks. A - excellent performance, the student has a comprehensive knowledge of Braille, knows the Braille system, can name and operate Braille writing aids, and can use what he/she has learned in practice; B - excellent performance, the student has a theoretical knowledge of Braille, but slight deficiencies are observed in reading and writing (one or two character gaps, slower rate of visual discrimination of characters);	



C - good performance, the student has learnt but can use what he/she has learnt in practical terms with slight shortcomings (gaps of 3-4 characters, slower pace of writing and reading);

D - acceptable performance, the student has only partially learnt the characters, has significant deficiencies in the subject matter, can apply what he/she has learnt in practice with significant problems (gaps of 5-6 characters);

E - minimally acceptable performance, the student has learned minimally, cannot adequately apply what he/she has learned to the practical plane (gaps of 7-10 characters);

Fx - unacceptable performance, does not master the system, writing and reading Braille characters. Student has not met the requirements set by the instructor during the semester.

The grade is given on a scale:

A (100-91 points, excellent - outstanding performance),

B (90-81 points, very good - above average standard),

C (80-73 points, good - normal reliable work),

D (72-66 points, satisfactory - acceptable results),

E (65-60 points, satisfactory - results meet the minimum criteria),

Fx (59-0 points, inadequate - extra work required).

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Upon completion of the course, the student will be proficient in Braille, including punctuation marks and numbers, not only in reading, but also in writing the script on Tatrapoint. The student will have information about the possibilities of using Braille in practice and in the education of the visually impaired. The student will understand Braille as a means of literacy for the blind. He will also acquire basic information about the writing of signs used in vocational subjects (music education, mathematics, physics, chemistry...). During the course, the student will develop his/her communication skills, ICT skills, critical thinking, reasoning in context.

### **Class syllabus:**

The system and methods of writing Braille, the aids used to write Braille, and the aids used to read Braille that may be encountered as a future special educator working with an individual with a visual impairment; the student will learn the system and methods of writing relief-point Braille.

Slovak standardized Braille notation (familiarization with the BP system and learning how to write individual letters, numbers, punctuation, mathematical notation, etc.); the student will master the logic and notation of Braille characters in both theoretical and practical terms, and will develop his/her ability to communicate.

Writing the letters of the Braille alphabet. Methodological sequence of B training. Sequence 1 - A, B, L, E; Sequence 2 - K, U; Sequence 3 - C, O, M, I; Sequence 4 - V, A, C, R; Sequence 5 - comma, S, Ú, P; Sequence 6 - PZ, dot, Í, Š; Sequence 7 - D, Ď, N, G, É; Sequence 8 - J, T, Y; Sequence 9 - ! (or +); Sequence 10 - Z, F, Ň, Ý, dash; Sequence 11 - H, Ě, Ž, colon; Sequence 12 - Ô, Ľ, Ó, Ĺ; Sequence 13 - Ä, Ř, X, quotation marks; Sequence 14 - apostrophe; Sequence 15 - Q, W, parentheses (); Sequence 15 - VP, ČZ, asterisk.

Braille printing, basic functions of a relief-point printer, working in the appropriate Braille printing software. Writing on Tatrapoint. The student will learn the basics of using the Tatrapoint, TRNKY (B teaching device) and Braille printer. The student will understand the principles of relief-point printing. He will be able to write Braille on the Tatrapoint and, if interested, on the Prague board.

### **Recommended literature:**

Compulsory readings:

Pravidlá písania a používania Braillovho písma v Slovenskej republike, Slovenský knižnica pre nevidiacich – Slovenská autorita pre Braillovo písmo, Levoča 2021, ISBN: 978-80-18-10144-5  
LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava,

IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.  
 LOPÚCHOVÁ, J. ZEMKO, M. Z výskumu overovania programu prípravných cvičení na nácvik čítania a písania reliéfno-bodového písma u nevidiacich detí [elektronický dokument]  
 In: MMK 2018 [elektronický dokument] : recenzovaný zborník príspevků mezinárodní vědecké konference : Roč. 9. Hradec Králové : Magnanimitas akademické sdružení, 2018. - S. 813-823 [CD-ROM]. ISBN 978-80-87952-27-6  
 CINTULA, Vladimír. K metodike vyučovania Braillovho písma. Špeciálna pedagogika,II.1993.  
 JESENSKÝ, Ján a kol. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. 1. vyd. Praha: UJAK, 2007. 659 s. ISBN 978-80-86723-49-5.  
 Recommended readings:  
 LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3.  
 JESENSKÝ, Ján Metodika výcviku čtení a psaní zrakově postižených I. Praha: SI. 1983.

**Languages necessary to complete the course:**

Slovak language, Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 90

A	ABS	B	C	D	E	FX
68,89	0,0	21,11	3,33	1,11	1,11	4,44

**Lecturers:** Mgr. Simona Schallerová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex085/22	<b>Course title:</b> Braille
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours seminar; 15 hours of preparation for the interim assessment; 30 hours of preparation for the final assessment; TOTAL: 50 hours of student work. Methods of delivery of the content of education: interpretation of the curriculum, discussion, methods of practical activity (methods of practicing practical skills), methods of repetition and consolidation of the curriculum, self-study.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of interim and final assessment 100/0. There will be one practical test during the semester in reading and writing continuously learned Braille characters, in which the student will have the opportunity to earn a maximum of 20 points. In the final assessment, which will focus on practical mastery of the basics of reading and writing Braille, including numbers and punctuation, the student may earn a maximum of 80 points. A total of 100 points for both assessments. In order to successfully complete the course and receive the appropriate number of credits, the student must earn: - A minimum of 91 points is required for the final A grades, - at least 81 points for a B grade, - at least 73 points for grade C, - at least 66 points for grade D - and for grade E at least 60 points. To pass the course you must obtain a minimum of 60% of the marks. A - excellent performance, the student has a comprehensive knowledge of Braille, knows the Braille system, can name and operate Braille writing aids, and can use what he/she has learned in practice; B - excellent performance, the student has a theoretical knowledge of Braille, but slight deficiencies are observed in reading and writing (one or two character gaps, slower rate of visual discrimination of characters);	

C - good performance, the student has learnt but can use what he/she has learnt in practical terms with slight shortcomings (gaps of 3-4 characters, slower pace of writing and reading);

D - acceptable performance, the student has only partially learnt the characters, has significant deficiencies in the subject matter, can apply what he/she has learnt in practice with significant problems (gaps of 5-6 characters);

E - minimally acceptable performance, the student has learned minimally, cannot adequately apply what he/she has learned to the practical plane (gaps of 7-10 characters);

Fx - unacceptable performance, does not master the system, writing and reading Braille characters. Student has not met the requirements set by the instructor during the semester.

The grade is given on a scale:

A (100-91 points, excellent - outstanding performance),

B (90-81 points, very good - above average standard),

C (80-73 points, good - normal reliable work),

D (72-66 points, satisfactory - acceptable results),

E (65-60 points, satisfactory - results meet the minimum criteria),

Fx (59-0 points, inadequate - extra work required).

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Upon completion of the course, the student will be proficient in Braille, including punctuation marks and numbers, not only in reading, but also in writing the script on Tatrapoint. The student will have information about the possibilities of using Braille in practice and in the education of the visually impaired. The student will understand Braille as a means of literacy for the blind. He will also acquire basic information about the writing of signs used in vocational subjects (music education, mathematics, physics, chemistry...). During the course, the student will develop his/her communication skills, ICT skills, critical thinking, reasoning in context.

### **Class syllabus:**

The system and methods of writing Braille, the aids used to write Braille, and the aids used to read Braille that may be encountered as a future special educator working with an individual with a visual impairment; the student will learn the system and methods of writing relief-point Braille.

Slovak standardized Braille notation (familiarization with the BP system and learning how to write individual letters, numbers, punctuation, mathematical notation, etc.); the student will master the logic and notation of Braille characters in both theoretical and practical terms, and will develop his/her ability to communicate.

Writing the letters of the Braille alphabet. Methodological sequence of B training. Sequence 1 - A, B, L, E; Sequence 2 - K, U; Sequence 3 - C, O, M, I; Sequence 4 - V, A, C, R; Sequence 5 - comma, S, Ú, P; Sequence 6 - PZ, dot, Í, Š; Sequence 7 - D, Ď, N, G, Ě; Sequence 8 - J, T, Y; Sequence 9 - ! (or +); Sequence 10 - Z, F, Ň, Ý, dash; Sequence 11 - H, Ě, Ž, colon; Sequence 12 - Ô, Ľ, Ó, Ĺ; Sequence 13 - Ä, Ř, X, quotation marks; Sequence 14 - apostrophe; Sequence 15 - Q, W, parentheses (); Sequence 15 - VP, ČZ, asterisk.

Braille printing, basic functions of a relief-point printer, working in the appropriate Braille printing software. Writing on Tatrapoint. The student will learn the basics of using the Tatrapoint, TRNKY (B teaching device) and Braille printer. The student will understand the principles of relief-point printing. He will be able to write Braille on the Tatrapoint and, if interested, on the Prague board.

### **Recommended literature:**

Compulsory readings:

Pravidlá písania a používania Braillovho písma v Slovenskej republike, Slovenský knižnica pre nevidiacich – Slovenská autorita pre Braillovo písmo, Levoča 2021, ISBN: 978-80-18-10144-5

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava,

IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.  
 LOPÚCHOVÁ, J. ZEMKO, M. Z výskumu overovania programu prípravných cvičení na nácvik čítania a písania reliéfno-bodového písma u nevidiacich detí [elektronický dokument]  
 In: MMK 2018 [elektronický dokument] : recenzovaný zborník príspevků mezinárodní vědecké konference : Roč. 9. Hradec Králové : Magnanimitas akademické sdružení, 2018. - S. 813-823 [CD-ROM]. ISBN 978-80-87952-27-6  
 CINTULA, Vladimír. K metodike vyučovania Braillovho písma. Špeciálna pedagogika,II.1993.  
 JESENSKÝ, Ján a kol. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. 1. vyd. Praha: UJAK, 2007. 659 s. ISBN 978-80-86723-49-5.  
 Recommended readings:  
 LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3.  
 JESENSKÝ, Ján Metodika výcviku čtení a psaní zrakově postižených I. Praha: SI. 1983.

**Languages necessary to complete the course:**

Slovak language, Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 90

A	ABS	B	C	D	E	FX
68,89	0,0	21,11	3,33	1,11	1,11	4,44

**Lecturers:** Mgr. Marek Hlina

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex050/22	<b>Course title:</b> Communication of the hearing impaired
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of semester work preparation; 15 hours of preparation for the first assessment; 15 hours of preparation for the second assessment, 5 hours of completing assigned tasks. A total of 60 hours of student work. Methods of education: monological - lecture, interpretation, dialogical - interview, discussion, problem-based methods - brainstorming, practical methods - training in the use of specific forms of SP communication, practical analysis of the elements of individual communication forms, preparation of a specific communication situation, analysis of a communication situation, case study.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester there will be two written examinations of 30 points each (60 points total), a term paper must be completed (35 points), and the student comes prepared for the seminar (5 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. A student will not be awarded points for the term paper at the end of the semester unless he/she earns a minimum of 40 points during the semester. This means that he/she cannot be awarded credit for the course. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) A-Excellent performance, student can/does/creates/critically evaluates; B-Excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but	

can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E-minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Upon completion of the course, the student will gain theoretical and practical knowledge in the area of communication for persons with varying degrees of hearing loss and with different preferred forms of communication. The student will be familiar with the classification of different communication forms into different planes. On the basis of the knowledge acquired, the student can provide information on the ideal forms of communication or combinations of forms of communication that can be used in different situations in everyday life. Can analyse and compare the forms of communication used by different groups of people with hearing impairment and assess their effectiveness in a specific situation. Knows the most commonly used hearing aids, their functions, possibilities of use and their limitations in both outdoor and indoor environments.

In the subject Communication for the Hearing Impaired, communication skills are mainly developed as transferable skills, followed by the ability to think in context, abstract and critical thinking skills and analytical skills.

### **Class syllabus:**

1. Introduction to communication for people with hearing loss. Explanation of the terms - impaired communication ability, symptomatic speech disorders. Issues of NCS in the hearing impaired. Basic classification of communication forms of SP. 2.Spoken language of SP and its characteristics The most common errors in spoken speech and its intelligibility. 3. Written form of communication of persons with hearing impairment, its characteristics on individual language levels and its intelligibility. 4. Sign language and its characteristics. Transcription systems. Changes in sign languages. 5. Bimodal forms of communication - sign language, artificial sign codes, their characteristics and use in communication and education. 6. Specific forms of sign communication - international signing, artistic signing. 7. Finger signs - finger alphabet, auxiliary articulatory signs, cued speech, their characteristics and use. Odonation- characteristics, neurophysiological basis of odonation, internal and external conditions of odonation. 8. Non-verbal communication in the pedagogy of the hearing impaired and its specifics. 8.Auxiliary acoustic-verbal means. Environmental conditions and communication of persons with hearing impairment.

### **Recommended literature:**

Required reading:

TARCSIOVÁ, D. 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. Bratislava: Sapientia, 2005, 222 s. ISBN 80-969112-7-9.

TARCSIOVÁ, D.2021. Komunikačný systém osôb so stratou sluchu a spôsoby prekonávania ich komunikačnej a informačnej bariéry. 2 rozšírené a prepracované vydanie, pripravené do tlače

Recommended reading:

LANGER, J.2013. Komunikace osob se sluchovým postižením. Univerzita Palackého: Olomouc, 2013. s. 96.

KOUDELKOVÁ, Š. – TARCSIOVÁ, D. 2017. Posunkuj so mnou –základná posunková zásoba pre deti so sluchovým postihnutím. slovník. Bratislava: IRIS, a.s. 2017, s. 202.

TARCSIOVÁ, D. 2010. Základy posunkového jazyka pre študentov. DVD Bratislava MABAG, s. r. o., 2010. s. 70. ISBN ISBN 978-80-89113-80-4 (časti, ktoré sa týkajú teórie posunkového jazyka)

TARCSIOVÁ, D. a kol. 2016. Písmo a žiaci so stratou sluchu. Bratislava: Iris. 2016. s. 426.

ISBN 978-80-89726-88-2 (len niektoré časti).

<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 238						
A	ABS	B	C	D	E	FX
4,62	0,0	22,27	26,47	19,75	8,82	18,07
<b>Lecturers:</b> prof. PaedDr. Darina Tarcsiová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex086/22	<b>Course title:</b> Comprehensive rehabilitation of the disabled
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 25 hours of preparation of the presentation on the given topic, 20 hours of preparation for its presentation and the presentation itself. A total of 50 hours of student work. Methods of education: The basic method during the introductory lectures is the monological method - lecture and explanation of the theoretical background of the subject. The linking of teaching with practice and the application of theoretical knowledge to practical examples is widely applied. This is followed by a discussion of the topics discussed. Presentations with photographic documentation of individual topics and videos with demonstrations of complex rehabilitation methods and techniques are prepared for students to provide a realistic idea of the topic. On the basis of the acquired knowledge, they choose from the assigned topics and work in pairs, with the result of their creative activity being the presentation of their work in a colloquium.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The assessment consists of an evaluation of the processing of the assigned topic in pairs and its presentation in a colloquium. The student can obtain a maximum of 100 points. A grade A requires at least 91 points, a grade B requires at least 81 points, a grade C requires at least 73 points, a grade D requires at least 66 points and a grade E requires at least 60 points. A minimum of 60 points is required to pass the course. The grade is awarded on a scale: A (100-91%, excellent - outstanding), the student knows/can/creates/critically evaluates B (90-81%, very good - above average standard), the student can/does/thinks critically is borderline C (80-73%, good - normal reliable work), student knows/learns but cannot apply to practice D (72-66%, satisfactory - acceptable performance), student partially knows/learned but not enough E (65-60%, satisfactory - results meet minimum criteria), student minimally knows/learned sufficiently Fx (59-0%, insufficient - extra work required), student has not acquired necessary knowledge, skills. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b>	

After completing the course, the student will have knowledge of the complex rehabilitation of the disabled, and will consolidate this knowledge by linking theory with practical examples from practice. The student will gain an overview of the individual components of complex rehabilitation - therapeutic occupational, social and educational, their multidimensional and multidisciplinary nature. The student will also gain an overview of the latest trends in the care of individuals with disabilities, while participating in their own critical evaluation and presentation, thus developing communication and critical thinking skills. The knowledge and skills thus acquired will help the student to implement complex rehabilitation activities in practice in accordance with the graduate's profile.

**Class syllabus:**

Definition of the term comprehensive rehabilitation, its goals, tasks and components. Philosophical foundations of complex rehabilitation. Model of complex rehabilitation in Slovakia. Complex rehabilitation and its conception in European countries. Therapeutic rehabilitation as part of complex rehabilitation of the disabled (objectives, methods, forms). Social rehabilitation as part of complex rehabilitation of the disabled (objectives, methods, forms). Occupational rehabilitation as part of the complex rehabilitation of the disabled (aims, methods, forms). Educational rehabilitation as part of the complex rehabilitation of the disabled (aims, methods, forms). Current trends in complex care of the disabled and their prognosis. Team cooperation in complex care of the disabled.

**Recommended literature:**

Compulsory readings:

JANKOVSKÝ, J. 2006. Ucelená rehabilitace dětí s tělesným a kombinovaným postižením. 2. vyd. Praha : Triton, 2006. ISBN 80-7254-730-5.

JESENSKÝ, J. 2001. Základy komprehensivní speciální pedagogiky. Hradec Králové:

Gaudeamus, 2001. ISBN 80-7041-196-1.

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. a GOGOŤOVÁ, T. 2014. Prehľad vybraných komplexno a liečebno rehabilitačných podporných programov pre deti s mentálnym a viacnásobným postihnutím. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. Bratislava : Iris, 2014. S. 205-227 [CD-ROM]. ISBN 978-80-89726-28-8.

Recommended readings:

HAUSKRECHTOVÁ, V., ZUBOVÁ, M. a VANČOVÁ, A. (ed.). 2008. Tímová spolupráca v komplexnej starostlivosti o dieťa s postihnutím raného veku. Zborník. Bratislava :UK Pdf, 2008. ISBN 978-80-970100-7-2.

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. 2010. Pojmový aparát v oblasti komplexnej rehabilitácie a jeho inovácie. In: Školská reforma a inovácie vzdelávania detí a žiakov so zdravotným znevýhodnením. Bratislava : Haufo-Fero Hauskrecht, 2010. S. 257-269. ISBN 978-80-970514-1-9.

VANČOVÁ, A. a HARČARÍKOVÁ, T. (eds). 2008. Komplexná rehabilitácia viacnásobne postihnutých – niektoré nové metódy a programy. Zborník. Bratislava: UK Pdf 2008. ISBN 978-80-89113-43-9.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 98						
A	ABS	B	C	D	E	FX
84,69	0,0	8,16	5,1	1,02	0,0	1,02
<b>Lecturers:</b> PaedDr. Andrea Prečuchová Štefanovičová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex086/22	<b>Course title:</b> Comprehensive rehabilitation of the disabled
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 25 hours of preparation of the presentation on the given topic, 20 hours of preparation for its presentation and the presentation itself. A total of 50 hours of student work. Methods of education: The basic method during the introductory lectures is the monological method - lecture and explanation of the theoretical background of the subject. The linking of teaching with practice and the application of theoretical knowledge to practical examples is widely applied. This is followed by a discussion of the topics discussed. Presentations with photographic documentation of individual topics and videos with demonstrations of complex rehabilitation methods and techniques are prepared for students to provide a realistic idea of the topic. On the basis of the acquired knowledge, they choose from the assigned topics and work in pairs, with the result of their creative activity being the presentation of their work in a colloquium.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The assessment consists of an evaluation of the processing of the assigned topic in pairs and its presentation in a colloquium. The student can obtain a maximum of 100 points. A grade A requires at least 91 points, a grade B requires at least 81 points, a grade C requires at least 73 points, a grade D requires at least 66 points and a grade E requires at least 60 points. A minimum of 60 points is required to pass the course. The grade is awarded on a scale: A (100-91%, excellent - outstanding), the student knows/can/creates/critically evaluates B (90-81%, very good - above average standard), the student can/does/thinks critically is borderline C (80-73%, good - normal reliable work), student knows/learns but cannot apply to practice D (72-66%, satisfactory - acceptable performance), student partially knows/learned but not enough E (65-60%, satisfactory - results meet minimum criteria), student minimally knows/learned sufficiently Fx (59-0%, insufficient - extra work required), student has not acquired necessary knowledge, skills. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b>	

After completing the course, the student will have knowledge of the complex rehabilitation of the disabled, and will consolidate this knowledge by linking theory with practical examples from practice. The student will gain an overview of the individual components of complex rehabilitation - therapeutic occupational, social and educational, their multidimensional and multidisciplinary nature. The student will also gain an overview of the latest trends in the care of individuals with disabilities, while participating in their own critical evaluation and presentation, thus developing communication and critical thinking skills. The knowledge and skills thus acquired will help the student to implement complex rehabilitation activities in practice in accordance with the graduate's profile.

**Class syllabus:**

Definition of the term comprehensive rehabilitation, its goals, tasks and components. Philosophical foundations of complex rehabilitation. Model of complex rehabilitation in Slovakia. Complex rehabilitation and its conception in European countries. Therapeutic rehabilitation as part of complex rehabilitation of the disabled (objectives, methods, forms). Social rehabilitation as part of complex rehabilitation of the disabled (objectives, methods, forms). Occupational rehabilitation as part of the complex rehabilitation of the disabled (aims, methods, forms). Educational rehabilitation as part of the complex rehabilitation of the disabled (aims, methods, forms). Current trends in complex care of the disabled and their prognosis. Team cooperation in complex care of the disabled.

**Recommended literature:**

Compulsory readings:

JANKOVSKÝ, J. 2006. Ucelená rehabilitace dětí s tělesným a kombinovaným postižením. 2. vyd. Praha : Triton, 2006. ISBN 80-7254-730-5.

JESENSKÝ, J. 2001. Základy komprehensivní speciální pedagogiky. Hradec Králové: Gaudeamus, 2001. ISBN 80-7041-196-1.

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. a GOGOŤOVÁ, T. 2014. Prehľad vybraných komplexno a liečebno rehabilitačných podporných programov pre deti s mentálnym a viacnásobným postihnutím. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. Bratislava : Iris, 2014. S. 205-227 [CD-ROM]. ISBN 978-80-89726-28-8.

Recommended readings:

HAUSKRECHTOVÁ, V., ZUBOVÁ, M. a VANČOVÁ, A. (ed.). 2008. Tímová spolupráca v komplexnej starostlivosti o dieťa s postihnutím raného veku. Zborník. Bratislava :UK Pdf, 2008. ISBN 978-80-970100-7-2.

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. 2010. Pojmový aparát v oblasti komplexnej rehabilitácie a jeho inovácie. In: Školská reforma a inovácie vzdelávania detí a žiakov so zdravotným znevýhodnením. Bratislava : Haufo-Fero Hauskrecht, 2010. S. 257-269. ISBN 978-80-970514-1-9.

VANČOVÁ, A. a HARČARÍKOVÁ, T. (eds). 2008. Komplexná rehabilitácia viacnásobne postihnutých – niektoré nové metódy a programy. Zborník. Bratislava: UK Pdf 2008. ISBN 978-80-89113-43-9.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 98						
A	ABS	B	C	D	E	FX
84,69	0,0	8,16	5,1	1,02	0,0	1,02
<b>Lecturers:</b> PaedDr. Andrea Prečuchová Štefanovičová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex002/22	<b>Course title:</b> Developmental psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 15 hours of ongoing preparation for lectures; 15 hours of preparation of the presentation of the seminar work in an attractive form (3-5 minute video or interactive application, etc.) on modern research and concepts in developmental psychology (e.g. development of cognition, executive functions, theory of mind, communication and speech, emotionality and personality, psychosocial development of morality and religiosity, psychosexual development, etc.) and its written completion in the range of 5-7 pages; 15 hours of preparation for the intermediate test; 3 hours of final reflection on the subject of subjectively significant topics of developmental psychology and the use of this knowledge in special pedagogical practice in the scope of min. 1 page; 20 hours of preparation for the final test; 11 hours of preparation for the oral exam. A total of 84 hours of student work. Teaching methods: Lecture, heuristic methods, group discussion, brainstorming, group work, analysis of videos and real situations (case studies), analysis of problematic issues of psychological ontogenesis, guided independent study using professional-scientific texts, etc.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KŠP/B-SPPex001/22 - General psychology	
<b>Course requirements:</b> There will be two written examinations during the semester with the possibility of obtaining 25 points each (closed and open-ended questions), students will produce a 10-page seminar paper (30 points), and also present it in an interactive way in a study group (approx. 10 min.) (15 points), students provide written (direct) feedback on peer presentations (5 points), as well as feedback on feedback (evaluation) of the course as a whole. The rating 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 must submit both continuous semester and overall excellent performance, be able to study independently, and be able to think factually correctly and creatively about the topics in developmental psychology or relevant scientific problems. Students can critically evaluate the information presented, identify problems, and propose original solutions. They can select scientifically and professionally appropriate sources of information for the study of psychological ontogeny, further analyse and organise them in the interest of a specific theoretical or practical goal, e.g., assessing normal psychological ontogenesis. They have an excellent overview of theoretical and empirical knowledge of developmental psychology and in interdisciplinary contexts, information can also be correctly applied in relation to other disciplines studied, special pedagogy and the practice of education and training.

A grade of B indicates that students performed above average continuously throughout the semester and overall, they were also able to study independently, they have mastered all the knowledge of developmental psychology, important for special education. They can think factually more or less correctly about various topics in developmental psychology and some related scientific and professional problems. They know how to select professionally appropriate sources of information for the study of psychological ontogenesis, analyse and systematize them. They have a very good overview of the theoretical and empirical knowledge of developmental psychology, including in interdisciplinary contexts, and can apply the information appropriately in relation to other scientific disciplines studied, especially special education and the practice of education and training.

A grade of C means that the students have performed moderately well throughout the semester and overall, have similarly mastered independent study, and have adequately mastered all the necessary knowledge of developmental psychology relevant to special education. They can think in depth about various topics of developmental psychology, partly also about some simpler problems. They may sometimes have difficulty in independently selecting professionally appropriate sources (for more complex information) necessary for a deeper study of psychological ontogenesis, analysing, and systematising them. They may also have difficulties (isolated difficulties in critical, inductive thinking) when it comes to the necessary overview of the theoretical and empirical knowledge of developmental psychology and its interdisciplinary contexts, and the application of this information to the study of other disciplines, special education, and to the practice of education and training.

A grade of D means that students continuously in the semester and overall had a worse than average performance, they did not always master independent study, and therefore they have some deficiencies in the acquired knowledge but not in the basic knowledge, significant for the study of other disciplines and special pedagogy. They can, in principle, think about this basic information in context, but they may also have difficulties in understanding more complex interrelationships (phenomena and processes of psychological ontogenesis) and problems (both theoretical and practical). Therefore, they may sometimes have difficulty identifying interdisciplinary contexts and applying the information they have learned. However, they can make appropriate changes based on a professional substantive discussion (with other students, the teacher, etc.) or recommendations to deepen their studies, and eventually to use the acquired knowledge correctly in the study of other disciplines, especially special education and in the practice of education and training.

A grade of E means that students continuously in the semester did not always perform sufficiently, had more difficulties in independent study, but have mastered most of the basic knowledge of developmental psychology relevant to special education. However, they have more frequent difficulties in thinking about more complex issues and contexts or in independently applying what they have learnt to the study of other disciplines, special pedagogy, or in relation to the practice of education itself (they have more frequent difficulties in analysing and comparing more complex information quite independently and in thinking critically, etc.).

Scale of assessment (preliminary/final): 100/0



**Learning outcomes:**

The learning objective is for students to develop a critical understanding (to the extent as indicated in the assessment scale above) current theoretical and empirical knowledge of developmental psychology as a fundamental psychological discipline (e.g. the subject and methods of research in ontogenetic psychology, the conceptual system of developmental psychology, interdisciplinary and transdisciplinary relations and possibilities of application; theories and models of psychological development, laws of psychological development; conditions and characteristics the course of developmental changes in individual psychological functions, personality and social competence in the context of lifelong ontogenesis (with regard to aspects of lifelong learning and education in special pedagogy); basic psychological methods and techniques of developmental level assessment; current areas and perspectives of research and development in developmental psychology and their results, especially in relation to special pedagogy).

In addition to theoretical knowledge, students will acquire the ability to compare and critically evaluate professional and guided information and various information sources, they are able to present and clarify the acquired professional knowledge (as well as data/data, graphs, research tables at least at the basic level), as apply the knowledge and skills acquired to real-life situations (including their own), are able to find logical connections in ideas and reasoning and differentiate and systemise individual knowledge. In addition, students develop organisational and digital skills in independent studying and preparing seminar work, working with modern information technologies. Students learn to receive and give feedback and to communicate professionally about problematic situations related to individual development.

**Class syllabus:**

1. The subject, methods of research in developmental psychology and the relationship of this basic psychological discipline to other psychological and related disciplines, especially special education, as well as the current conditions of development of the sciences (e.g., evolutionary psychology, evolutionary developmental psychology, developmental neuroscience, etc.).
2. General characteristics of psychological development: classification of developmental changes and processes, factors of psychological development, developmental norm, issues of periodization psychological development.
3. Current theoretical models of psychological development in the context of the development of the discipline and new trends in research and its results: endogenic, exogenesis and interactionist models' psychic ontogeny (also complex system models, etc.).
4. Motor control (or the development of motor control), its importance in overall psychological development: laws and course of gross and fine motor development, their relationship to overall psychological development (basic developmental psychological procedures for assessing the developmental level motor skills). Play and drawing and its place in psychological development (development and characteristics of play and drawing in the context of motor, cognitive and psychosocial development, basic developmental psychological procedures for their assessment and use in psychological intervention or therapy).
5. Cognitive development: the development of cognitive psychological functions in relation to basic theoretical concepts (perception, attention, memory, imagination, thinking, communication and especially speech and its importance for overall psychological development, human action, and the regulation of behaviour; executive functions, social cognition - theories of mind, mentalisation, etc.).
6. Personality development: formation of self and psychological identity (self-image, self-concept, self-evaluation), needs, values and interests and their formative factors (family, school, peer group, friends, culture, and religion) and the cognitive contribution of the main theories of

- development personality. Interpersonal bonding (relational attachment): theory and empirical findings; attachment and psychological ontogeny.
7. Emotion development: stages and factors of emotion development in a bio-psycho-social context (differentiation experience of emotions and their expression, emotional intelligence, emotional regulation with respect to stages of ontogenesis and critical periods - early and preschool age, pubescence and adolescence, old age). Psychosexual development: physical and psychological components of human sexuality and its evolution (genetic, gonadal, cerebral; nuclear and role gender/sexual identity, psychosexual orientation; concept of gender and ontogeny).
8. Social development: the development of the social self, social understanding, and social relationships; and socialization of the individual; processes of socialization in the context of ontogeny and critical social group - family, school, playgroup/peer group, or other collective with respect to age and current socio-cultural challenges (emerging adulthood or emerging adulthood; issues of ageing - the concept of gerotranscendence, etc.).
9. Moral development: psychological concepts of moral development (conditions and developmental stages, moral reasoning and moral action /prosocial behaviour, moral character, moral values, moral sentiments, and moral identity; self-discipline and empathy).
10. Selected methods of assessing early childhood and childhood development: developmental screenings and scales and their diagnostic possibilities, aspects of school maturity and its psychological assessment (screenings and tests of school maturity).
11. Basic psychological developmental tasks and nodal points, characteristics, or traits in individual stages of psychosocial development in a lifelong context.

#### **Recommended literature:**

Compulsory/Recommended readings:

GLASOVÁ, M. (2021). Aktuálne PP a manuskripty prednášok. Pdf UK.

JURSOVÁ ZACHAROVÁ, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Univerzita Komenského v Bratislave. (vybrané kapitoly)

LANGMEIER, J., KREJČÍŘOVÁ, D. (2006). Vývojová psychologie. 2. aktual. vyd. Grada.

Recommended readings:

ŠRAMOVÁ, B. (2007). Osobnosť v procese ontogenézy. Melius, 2007. (vybrané časti)

GLASOVÁ, M. (1995). Vybrané kapitoly z vývinovej psychológie. In: Glasová, M., Páleník, Ľ., Solárová, E., Štefanovič, J. (1995). Vybrané kapitoly zo psychológie. Metodické centrum Tomášikova, 1995. s 85 – 147. (vybrané časti)

VÁGNEROVÁ, M. (2013). Vývojová psychologie I. Dětství a dospívání. Karolinum.

Developmental Psychology Journal: <https://www.apa.org/pubs/journals/dev>

Child Development: <https://srdc.onlinelibrary.wiley.com/journal/14678624>

Psychológia a patopsychológia dieťaťa: <https://vudpap.sk/x/cinnosti-vudpap/informacna-a-edicna-cinnost/casopisy-vudpap/papd/>

Československá psychologie: <https://ceskoslovenskapsychologie.cz/index.php/csps>

#### **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: 323

A	ABS	B	C	D	E	FX
33,75	0,0	29,72	18,89	8,05	5,57	4,02

<b>Lecturers:</b> doc. Mgr. Zlatica Zacharová, PhD.
<b>Last change:</b> 11.09.2023
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex016/22	<b>Course title:</b> Education for prevention and health protection
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 25 hours of preparation of a seminar work in the form of analysis and analysis of professional literature on the chosen topic of prevention and protection of children's health, expression of a critical attitude to the given issue and, last but not least, in the form of preparation of an activity by which the student will introduce the issue of prevention and health protection to students with health disability; 20 hours of preparation for the ongoing assessment in the form of a presentation of a seminar work with a selected issue of prevention and protection of children's health. A total of 50 hours of student work. Learning methods: Presentation of seminar work, discussion of the topic, application of theoretical knowledge on practical examples, activating methods	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course will be completed: (a) a defence of a term paper with the content of current topics of prevention and protection of children's health addressed in domestic and foreign literature with a maximum of 20 points b) its elaboration in the form of an analysis and critical evaluation of the chosen issue of prevention and protection of children's health and its application to the education of pupils with disabilities with a maximum of 80 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 obtains less than 40 points in the seminar paper and fails to defend the paper. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results), excellent performance, the student can work excellently with professional literature dealing with current issues of prevention and protection of children's health, can critically evaluate the problems of prevention and protection of health in society and	

create appropriate activating methods to support the prevention and protection of health of students with disabilities and apply theoretical knowledge in practice.

B (90-81%, very good - above average standard), excellent performance, the student can work with literature dealing with current issues of prevention and protection of children's health very well, but critical thinking in the field of evaluation of problems of prevention and protection of children's health in society is borderline, but can create appropriate activating methods supporting prevention and protection of health of pupils with disabilities and apply theoretical knowledge in practice

C (80-73%, good - normal reliable work), good performance, although the student can work well with literature dealing with current issues of prevention and protection of children's health, but critical thinking in the field of evaluation of problems of prevention and protection of children's health in society is partially absent, but he/she can create appropriate activating methods supporting prevention and protection of health of pupils with disabilities and apply theoretical knowledge in practice

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student can only partially work with professional literature dealing with current issues of prevention and protection of children's health, critical thinking in the field of evaluation of problems of prevention and protection of children's health in society is partially absent and can only partially apply the theory of prevention and protection of children's health in practice as well as in the form of creating activating methods supporting prevention and protection of health of pupils with disabilities

E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student can work with the literature dealing with the issues of current topics of prevention and protection of children's health at a minimum level, however, critical thinking in the field of evaluation of the problems of prevention and protection of children's health in society is absent and his/her ability to apply the theory of prevention and protection of children's health in practice as well as in the form of the creation of activating methods supporting prevention and protection of the health of pupils with disabilities is minimal.

Fx (59-0%, insufficient - additional work required), insufficient performance, the student is unable to work with the literature dealing with current issues of prevention and protection of children's health, nor critically evaluate the problems of prevention and protection of children's health in society and is unable to apply the theory of prevention and protection of children's health in practice as well as in the form of creating activating methods supporting prevention and protection of the health of pupils with disabilities

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

After completing the course, the student will acquire knowledge that as a teacher and special educator can be applied in pedagogical practice in the creation of health-safe conditions and ways of school and extracurricular work and life of students with disabilities. At the same time, the student will strengthen his/her digital skills in searching for literature on the issue of prevention and protection of children's health on appropriate professional domestic and foreign Internet portals and communication skills, critical thinking and evaluation of problems of prevention and protection of children's health.

### **Class syllabus:**

1.Sleep.(the student will learn how the biological rhythms of the pupil, as well as of the pupil with disabilities, affect his adaptation to the educational process of learning)

2Lifestyle. Nutrition and diet . (the student will learn about the impact of improper lifestyle and improper diet of children on their health condition and will learn how he/she as a future special educator can properly influence the pupil in the field of prevention and protection of health of a pupil with disabilities in the field of correct principles of healthy eating)

<p>3.Lifestyle. Physical activity and rest (the student will learn about the impact of improper lifestyle, insufficient exercise of children, or excessive physical or static load on their health condition and will learn how a future special educator can properly influence the pupil in the field of prevention and health protection of a disabled pupil in the field of appropriate physical activity in relation to his/her state of health)</p> <p>4.Biological and medical knowledge in school hygiene. (the student knows the fundamental differences of infectious and civilisation diseases in children and the possible causes of their occurrence and how their impact can be minimised in the school environment in terms of prevention and health protection in terms of reducing the risk of these diseases in childhood)</p> <p>5.Prevention of drug addictions (the student knows which substances cause drug addiction, can recognize their effect on the child's organism and knows how to prevent individual types of addictions in children, as a future special educator also in children with disabilities)</p> <p>6.Principles of teaching organisation in terms of physical and mental hygiene. Hygiene of the school environment. Hygienic principles of the organisation of extracurricular activities (the student knows the basic principles of the organisation of teaching and the correct hygiene of the school environment in terms of the physical and mental hygiene of the pupil).</p>																				
<p><b>Recommended literature:</b>  MAČUROVÁ, Ľ., PAVÚK, A.2007. Školská hygiena a primárna prevencia drogových závislostí. Prešov: Prešovská univerzita v Prešove, 2007. ISBN 978-80-8068-655-0  FUCHSOVÁ, M., KOHÚTOVÁ, D., BODORIKOVÁ, S. , ŠVÁBOVÁ, P., NEŠČÁKOVÁ, E. 2018. Riziko vzniku obezity a podvýživy u slovenských detí s mentálnym postihnutím In: Slovenská antropológia. Roč. 21, č. 2 (2018), s. 29-35  FUCHSOVÁ, M. 2020. 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</p>																				
<p><b>Languages necessary to complete the course:</b>  Slovak and Czech language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b>  Total number of evaluated students: 323</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>65,63</td><td>0,0</td><td>17,03</td><td>7,12</td><td>2,79</td><td>4,02</td><td>3,41</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	65,63	0,0	17,03	7,12	2,79	4,02	3,41
A	ABS	B	C	D	E	FX														
65,63	0,0	17,03	7,12	2,79	4,02	3,41														
<p><b>Lecturers:</b> Mgr. Mária Fuchsová, PhD.</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex016/22	<b>Course title:</b> Education for prevention and health protection
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 25 hours of preparation of a seminar work in the form of analysis and analysis of professional literature on the chosen topic of prevention and protection of children's health, expression of a critical attitude to the given issue and, last but not least, in the form of preparation of an activity by which the student will introduce the issue of prevention and health protection to students with health disability; 20 hours of preparation for the ongoing assessment in the form of a presentation of a seminar work with a selected issue of prevention and protection of children's health. A total of 50 hours of student work. Learning methods: Presentation of seminar work, discussion of the topic, application of theoretical knowledge on practical examples, activating methods	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course will be completed: (a) a defence of a term paper with the content of current topics of prevention and protection of children's health addressed in domestic and foreign literature with a maximum of 20 points b) its elaboration in the form of an analysis and critical evaluation of the chosen issue of prevention and protection of children's health and its application to the education of pupils with disabilities with a maximum of 80 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 obtains less than 40 points in the seminar paper and fails to defend the paper. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results), excellent performance, the student can work excellently with professional literature dealing with current issues of prevention and protection of children's health, can critically evaluate the problems of prevention and protection of health in society and	

create appropriate activating methods to support the prevention and protection of health of students with disabilities and apply theoretical knowledge in practice.

B (90-81%, very good - above average standard), excellent performance, the student can work with literature dealing with current issues of prevention and protection of children's health very well, but critical thinking in the field of evaluation of problems of prevention and protection of children's health in society is borderline, but can create appropriate activating methods supporting prevention and protection of health of pupils with disabilities and apply theoretical knowledge in practice

C (80-73%, good - normal reliable work), good performance, although the student can work well with literature dealing with current issues of prevention and protection of children's health, but critical thinking in the field of evaluation of problems of prevention and protection of children's health in society is partially absent, but he/she can create appropriate activating methods supporting prevention and protection of health of pupils with disabilities and apply theoretical knowledge in practice

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student can only partially work with professional literature dealing with current issues of prevention and protection of children's health, critical thinking in the field of evaluation of problems of prevention and protection of children's health in society is partially absent and can only partially apply the theory of prevention and protection of children's health in practice as well as in the form of creating activating methods supporting prevention and protection of health of pupils with disabilities

E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student can work with the literature dealing with the issues of current topics of prevention and protection of children's health at a minimum level, however, critical thinking in the field of evaluation of the problems of prevention and protection of children's health in society is absent and his/her ability to apply the theory of prevention and protection of children's health in practice as well as in the form of the creation of activating methods supporting prevention and protection of the health of pupils with disabilities is minimal.

Fx (59-0%, insufficient - additional work required), insufficient performance, the student is unable to work with the literature dealing with current issues of prevention and protection of children's health, nor critically evaluate the problems of prevention and protection of children's health in society and is unable to apply the theory of prevention and protection of children's health in practice as well as in the form of creating activating methods supporting prevention and protection of the health of pupils with disabilities

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

After completing the course, the student will acquire knowledge that as a teacher and special educator can be applied in pedagogical practice in the creation of health-safe conditions and ways of school and extracurricular work and life of students with disabilities. At the same time, the student will strengthen his/her digital skills in searching for literature on the issue of prevention and protection of children's health on appropriate professional domestic and foreign Internet portals and communication skills, critical thinking and evaluation of problems of prevention and protection of children's health.

### **Class syllabus:**

1.Sleep.(the student will learn how the biological rhythms of the pupil, as well as of the pupil with disabilities, affect his adaptation to the educational process of learning)

2Lifestyle. Nutrition and diet . (the student will learn about the impact of improper lifestyle and improper diet of children on their health condition and will learn how he/she as a future special educator can properly influence the pupil in the field of prevention and protection of health of a pupil with disabilities in the field of correct principles of healthy eating)



<p>3.Lifestyle. Physical activity and rest (the student will learn about the impact of improper lifestyle, insufficient exercise of children, or excessive physical or static load on their health condition and will learn how a future special educator can properly influence the pupil in the field of prevention and health protection of a disabled pupil in the field of appropriate physical activity in relation to his/her state of health)</p> <p>4.Biological and medical knowledge in school hygiene. (the student knows the fundamental differences of infectious and civilisation diseases in children and the possible causes of their occurrence and how their impact can be minimised in the school environment in terms of prevention and health protection in terms of reducing the risk of these diseases in childhood)</p> <p>5.Prevention of drug addictions (the student knows which substances cause drug addiction, can recognize their effect on the child's organism and knows how to prevent individual types of addictions in children, as a future special educator also in children with disabilities)</p> <p>6.Principles of teaching organisation in terms of physical and mental hygiene. Hygiene of the school environment. Hygienic principles of the organisation of extracurricular activities (the student knows the basic principles of the organisation of teaching and the correct hygiene of the school environment in terms of the physical and mental hygiene of the pupil).</p>																				
<p><b>Recommended literature:</b>  MAČUROVÁ, Ľ., PAVÚK, A.2007. Školská hygiena a primárna prevencia drogových závislostí. Prešov: Prešovská univerzita v Prešove, 2007. ISBN 978-80-8068-655-0  FUCHSOVÁ, M., KOHÚTOVÁ, D., BODORIKOVÁ, S. , ŠVÁBOVÁ, P., NEŠČÁKOVÁ, E. 2018. Riziko vzniku obezity a podvýživy u slovenských detí s mentálnym postihnutím In: Slovenská antropológia. Roč. 21, č. 2 (2018), s. 29-35  FUCHSOVÁ, M. 2020. 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</p>																				
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<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b>  Total number of evaluated students: 323</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>65,63</td><td>0,0</td><td>17,03</td><td>7,12</td><td>2,79</td><td>4,02</td><td>3,41</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	65,63	0,0	17,03	7,12	2,79	4,02	3,41
A	ABS	B	C	D	E	FX														
65,63	0,0	17,03	7,12	2,79	4,02	3,41														
<p><b>Lecturers:</b> Mgr. Mária Fuchsová, PhD.</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex067/22	<b>Course title:</b> Educational rehabilitation of persons with learning and behavioural disorders
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 15 hours of preparation for the interim assessment; 25 hours of exam preparation. A total of 60 hours of student work. Learning methods: Interpretation of the curriculum with continuous application of the theoretical knowledge on practical examples. Discussions, work in differentiated groups, analysis of video recordings from the school environment	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will present his/her seminar paper - a mind map. 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. A student may obtain a maximum of 80 points for the written final examination and a maximum of 20 points for the seminar paper. Credit will not be awarded unless the student achieves at least 55% on the written test. 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/does/creates/critically evaluates; B-excellent performance, student knows/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned	

<p>partially but cannot adequately apply to practice; E-at least acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.</p> <p>Scale of assessment (preliminary/final): 50/50</p>
<p><b>Learning outcomes:</b></p> <p>The student will master the principles, methods, forms and means of educational training of children with specific learning disabilities in the period of primary education. Upon successful completion, the student will gain a basic orientation in the support of pupils with specific learning disabilities in the field of school and social inclusion.</p> <p>The student develops communication skills, analytical skills, abstract and critical thinking skills, motivation and the ability to learn and subsequently think in context.</p>
<p><b>Class syllabus:</b></p> <p>The aim of the course is to learn about and orientate students with specific learning disabilities in an inclusive school environment.</p> <p>The curriculum of the course is:</p> <p>1.Conditions of inclusive education of pupils with specific learning disabilities. 2. Personality of pupils with specific learning disabilities, learning preferences. 3. Social climate of the classroom. Teaching assistant, support team in school. 4.Diagnosis of partial function deficits in the field of specific learning disabilities. 5. Specifics of educational rehabilitation, educational procedures, principles, upbringing of the child in the family and at school. 6.Principles of intervention and correction of pupils with specific learning disabilities</p>
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>BARTOŇOVÁ, M. 2020. Přístupy a intervence k jedincům se specifickými poruchami učení. Bratislava. Iris, 2020.</p> <p>BARTOŇOVÁ, M., VÍTKOVÁ, M. 2020. Efektivní vyučování v heterogenní třídě se zřetelem na metody a učební strategie. 1., elektronické vyd. Brno: Masarykova univerzita, 2020. 122 s. ISBN 978-80-210-9830-5</p> <p>NĚMEC, Z., LAURENČÍKOVÁ, K., HÁJKOVÁ, V. 2014. Asistent pedagoga v inkluzivní škole.Praha: PdF UK, 2014.</p> <p>Recommended readings:</p> <p>BARTOŇOVÁ, M. VÍTKOVÁ, M. et al. 2016. Strategie vzdělávání žáků se speciálními vzdělávacími potřebami v inkluzivním prostředí základní školy. Texty k distančnímu vzdělávání. 1. vyd. Brno: Paido, 2016. 27 s. ISBN 978-80-7315-255-0.</p> <p>BARTOŇOVÁ, M., BYTEŠNÍKOVÁ, I., VÍTKOVÁ, M., et al. 2012. Děti se speciálními vzdělávacími potřebami v mateřské škole. Brno: 2012. ISBN 978-80-7315-237-6</p> <p>DAWSON, P. GUARE, R. 2017. Chytré, ale roztěkané. Praha: Knihy Omega, 2017.</p> <p>GOGOŤOVÁ, T.,HARČARÍKOVÁ, T., a KRAJČÍ, P. NÉMETH, O. 2013. Pedagogika telesne postihnutých, chorých a zdravotne oslabených raného a predškolského veku. Bratislava: IRIS, UK. 2013. ISBN 978-80-89238-82-8.</p> <p>LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN: 978-80-262-11235.</p> <p>Zákony, vyhlášky a metodické pokyny v aktuálnom znení.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language and Czech language</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 184						
A	ABS	B	C	D	E	FX
58,15	0,0	25,0	11,96	2,17	0,54	2,17
<b>Lecturers:</b> prof. PaedDr. Miroslava Bartoňová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex065/22	<b>Course title:</b> Educational rehabilitation of the hearing impaired
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 15 hours of preparation for the interim assessment; 25 hours of exam preparation. A total of 60 hours of student work. Methods of education: monological - lecture, interpretation, dialogical - interview, discussion, problem-based methods - creation of mind maps, brainstorming, guided self-study - work with text, solving tasks and assignments.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be one written quiz for 10 points during the semester, a term paper must be completed (25 points), and the student comes prepared for the seminar (5 points). The student will not be allowed to take the final test (50 points) until a minimum of 30 points has been earned during the semester. This means that he/she cannot be awarded credit for the course. The student must score a minimum of 50% on 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. 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 can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E-minimally acceptable performance, student has learned minimally	

and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.  
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**

Upon completion of the course, the student will know basic terminology and the history of caring for hearing impaired. The student is familiar with the classification of hearing impairment and persons with hearing loss from the perspective of multiple disciplines, the implications of hearing loss for education, employment and social participation. Can theoretically describe the communication system of the hearing impaired in its different levels. The student has knowledge of current trends in the pedagogy of the hearing impaired, especially in relation to educational options (special schools, integrated/inclusive education). The student knows the basic therapeutic areas that are developed in the pedagogy of the hearing impaired (hearing education, speech education, responsiveness) and the problem areas that are addressed in the discipline.

The following transferable skills are also developed in the course of Educational Rehabilitation of the Hearing Impaired: communication skills, analytical skills, abstract and critical thinking skills, motivation and the ability to learn and think in context, metacognitive skills, supervisory skills.

**Class syllabus:**

1. Complex rehabilitation, forms of complex rehabilitation. Educational rehabilitation subject, means, principles of educational rehabilitation methods for hearing impaired. 2. Components of educational rehabilitation of hearing impaired and their characteristics. 3. Institutions of educational rehabilitation for hearing impaired, their basic characteristics. 4. Early care and counselling for hearing impaired. Legislation. Institutions. 4. State educational program, educational program for the hearing impaired. Educational standards, content and performance standards. Educational areas. 5. State educational programme for the hearing impaired. Framework curricula, curricula. Content and performance standards. Educational areas. Special educational support. 6. Staffing of educational rehabilitation of the hearing impaired roles of the different actors (early care, kindergarten, primary school, secondary school). 7. The role and activities of the teaching assistant. 8. Roles and activities of the educator. Professional standard of the teaching assistant. Professional standard of an educator. 8. Special-educational therapies and possibilities of their use in educational rehabilitation of children and pupils with hearing impairment. Drama therapy. Music therapy. Bibliotherapy. Activity therapy. Hippotherapy. Art therapy. Play therapy. Psychomotor therapy.

**Recommended literature:**

Compulsory readings:

POTMEŠIL, M. A kol. 2012. Metodika práce asistenta pedagoga se žákem se sluchovým postižením. Olomouc: PdF UK, 2012, s. 100.

MÜLLER, Oldřich (ed.) a kol., 2014. Terapie ve speciální pedagogice 2. prepracované vydanie Praha: Grada Publishing, a.s. 2014, 508 s. ISBN 978-80-247-4172-7. (len určité časti).

Vzdelávací program pre žiakov so sluchovým postihnutím pre primárne vzdelávanie a nižšie stredné vzdelávanie. Bratislava: ŠPÚ, 2016.

Link: [https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevychodnenim-vseobecnym-intelektovym-nadanim/vzdelavacie-programy/vzdelavacie-programy-ziakov-so-zdravotnym-znevychodnenim-vseobecnym-intelektovym-nadanim/zakladne-vzdelavanie-primarne-vzdelavanie-nizsie-stredne-vzdelavanie/vp\\_pre\\_ziakov\\_so\\_sluchovym\\_postihnutim.pdf](https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevychodnenim-vseobecnym-intelektovym-nadanim/vzdelavacie-programy/vzdelavacie-programy-ziakov-so-zdravotnym-znevychodnenim-vseobecnym-intelektovym-nadanim/zakladne-vzdelavanie-primarne-vzdelavanie-nizsie-stredne-vzdelavanie/vp_pre_ziakov_so_sluchovym_postihnutim.pdf)

Recommended readings:

BRHELOVÁ, V. 2009. Metodická príručka pre vychovávateľov v školských internátoch - Výchovný program školského internátu. Bratislava – MPC, 2009, s. 72.

<p>Kol. autorov: Tvorba výchovných programov v školských zariadeniach. Bratislava –ŠPÚ, 2009, s. 104.</p> <p>Kol. autorov: Včasná intervencia a diagnostika pre osoby so zdravotným postihnutím v Slovenskej republike. Bratislava: Inštitút zdravotnej politiky, 2016, s. 36.</p> <p>MÜLLER, Oldřich (ed.) a kol.2014. Terapie ve speciální pedagogice 2. prepracované vydanie Praha: Grada Publishing, a.s. 2014, 508 s. ISBN 978-80-247-4172-7. (len určité časti).</p> <p>TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).</p> <p>VLADOVÁ, K. – LECHTA, V. a kol. Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. (len časť SP s. 42-51).</p> <p>Link:<a href="https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevychodnenim-vseobecny-intelektovym-nadanim/intelektove-nadanie.pdf">https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevychodnenim-vseobecny-intelektovym-nadanim/intelektove-nadanie.pdf</a></p>																				
<p><b>Languages necessary to complete the course:</b> Slovak language and Czech language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 190</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>9,47</td><td>0,0</td><td>26,32</td><td>28,95</td><td>18,95</td><td>10,0</td><td>6,32</td></tr> </table>							A	ABS	B	C	D	E	FX	9,47	0,0	26,32	28,95	18,95	10,0	6,32
A	ABS	B	C	D	E	FX														
9,47	0,0	26,32	28,95	18,95	10,0	6,32														
<p><b>Lecturers:</b> Mgr. Miroslava Tomášková, PhD.</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex100/22	<b>Course title:</b> Educational rehabilitation of the mentally and multiply disabled
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 22 hours of seminar work preparation; 33 hours of preparation for the interim assessment. A total of 60 hours of student work. Learning methods: The basic method during the introductory lectures is the monological method - lecture and explanation of the theoretical background of the subject. The linking of teaching with practice and the application of theoretical knowledge to practical examples is widely applied. This is followed by a discussion of the topics discussed. Students are shown videos with demonstrations of intervention and educational-rehabilitation methods and techniques to provide a realistic idea of the topic. After acquiring the above knowledge, students analyze the provided studies, situations involving problem solving, decision making and other higher thought operations - in the context of educational rehabilitation of the mentally and multiply disabled.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The subject is finished with an assessment, the ratio of interim and final assessment is 100/0. The assessment consists of an ongoing assessment through the processing of a seminar paper focusing on the educational rehabilitation of the mentally and multiple disabled, for which the student can receive a maximum of 20 points and an assessment test with a value of 80 points. It is necessary to obtain at least 91 points for the A rating, at least 81 points for the B rating, at least 73 points for the C rating, at least 66 points for the D rating and at least 60 points for the E rating. At least 60 points must be obtained for successful completion of the course. The rating is given on a scale: A (100-91%, excellent - excellent results), the student knows/masters/creates/critically evaluates B (90-81%, very good - above average standard), student knows/masters/critical thinking is borderline C (80-73%, good - regular reliable work), the student knows/learned, but cannot apply in practice D (72-66%, satisfactory - acceptable results), the student partially knows/has not learned enough	



E (65-60%, sufficient - the results meet the minimum criteria), the student knows at least/has not studied enough  
Fx (59 - 0%, insufficient - additional work is required), the student has not acquired the necessary knowledge, skills).  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

After completing the course, the student will have knowledge of the complex and educational rehabilitation of mentally and multiply disabled people, and will consolidate this knowledge on the basis of linking theory with practical examples of good practice. The student will gain an overview of the individual components of complex rehabilitation, its multidimensional and multidisciplinary character and one of them in particular - educational rehabilitation. Among other things, he/she will be able to identify the needs of a child with intellectual and multiple disabilities in order to select the most optimal educational-rehabilitation strategy with the aim of inclusion of such a disabled child into society. The knowledge and skills acquired in this way will help the student in the implementation of educational-rehabilitation activities in practice.

**Class syllabus:**

1. Philosophical background - holistic approach to the mentally and multiply handicapped.
2. Integrative efforts in the late 20th century.
3. Inclusive efforts in the early 21st century.
4. Comprehensive rehabilitation of the mentally and multiply disabled and its components.
5. The child with intellectual and multiple disabilities as an object of educational rehabilitation.
6. Educational rehabilitation of mentally and multiply disabled - theoretical background.
7. History of educational rehabilitation of mentally and multiply disabled.
8. Goal and tasks of educational rehabilitation of mentally and multiply disabled.
9. Methods, principles of educational rehabilitation of the mentally and multiply disabled.
10. Organisational, material and technical provision of educational rehabilitation of the mentally and multiply disabled.
11. Possibilities of educational-rehabilitation action on a child with mental and multiple disabilities.
12. Examples of good practice in educational rehabilitation of mentally and multiply disabled.

**Recommended literature:**

Compulsory readings:

VANČOVÁ, ALICA : Interdisciplinarita a inovácie v rehabilitačných, korekčných a terapeutických postupoch špeciálneho pedagóga so zameraním na deti raného a predškolského veku s poškodením CNS. In: Možnosti a limity výzkumu ve speciální pedagogike. - Olomouc : Univerzita Palackého v Olomouci, 2013. - S. 103-123. - ISBN 978-80-244-3930-3 Registrované v: wos

VANČOVÁ, ALICA : Inovácie v teórii, metodológii a praxeológii pedagogiky mentálne postihnutých. - 1. vyd. - Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - 200 s. ISBN 978-80-7464-673-7

GOGO VÁ, TATIANA (10%) - BIŠČO KASTELOVÁ, ALEXANDRA (10%) - PREČUCHOVÁ ŠTEFANOVIČOVÁ, ANDREA (10%) - ŠULO VSKÁ, MONIKA] (10%) - VANČOVÁ, ALICA (60%): Pedagogika mentálne a viacnásobne postihnutých raného a predškolského veku. – 1. vyd. - Bratislava : Iris, 2013. - 244 s. ISBN 978-80-89238-90-3

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. a GOGO VÁ, T. 2014. Prehľad vybraných komplexno a liečebno rehabilitačných podporných programov pre deti s mentálnym a viacnásobným postihnutím. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. Bratislava: Iris, 2014. S. 205-227 [CD-ROM]. ISBN 978-80-89726-28-8.

VANČOVÁ, A. a kol. 2010. Pedagogika viacnásobne postihnutých. Bratislava: Sapientia, 2010. 978-80-970228-1-5.

Recommended readings:

JESENSKÝ, J. 2001. Základy komprehensívnej špeciálnej pedagogiky. Hradec Králové: Gaudeamus, 2001. ISBN 80-7041-196-1.

LECHTA, V. a kol. 2010. Základy inkluzívnej pedagogiky. Praha: Portál, 2010. ISBN 978-80-7367-679-7.

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. 2010. Pojmový aparát v oblasti komplexnej rehabilitácie a jeho inovácie. In: Školská reforma a inovácie vzdelávania detí a žiakov so zdravotným znevýhodnením. Bratislava: Haugo-Fero Hauskrecht, 2010. S. 257 – 269. ISBN 978-80-970514-1-9.

VANČOVÁ, A. 2007. Špeciálnopedagogické poradenstvo a pedagogické terapie ako komponenty edukatívnej (re)habilitácie mentálne postihnutých. Recenzovaný zborník. In: Špeciálnopedagogická diagnostika, včasná intervencia a špeciálnopedagogické poradenstvo pre znevýhodnené osoby (s postihnutím, narušením, nadaním a talentom). Bratislava: MABAG, s.r.o., 2007, s. 411 – 423. ISBN 978-80-89113-38-5.

VANČOVÁ, A. a kol. 2010. Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010. ISBN 978-80-89238-37-8.

VANČOVÁ, A. a HARČARIKOVÁ, T. 2008. Komplexná rehabilitácia viacnásobne postihnutých – niektoré nové metódy a programy. Zborník. Bratislava: UK PdF, 2008. ISBN 978-80-89113-43-9.

Harčariková, Terézia [UKOPDSPP] (33 %) - Smoljaninov, G. Anatolij (33 %) - Vančová, Alica [UKOPDSPP] (34 %): Niektoré nové metódy komplexnej rehabilitácie a špeciálnopedagogickej intervencie

u detí s diagnózou detská mozgová obrna = Some new methods of comprehensive rehabilitation and special educational intervention in children with cerebral palsy. In: Vzdelávání žáků se speciálními vzdělávacími potřebami 1= Education of pupils with special educational needs 1. - Brno : Paido, 2007. - S. 273-286. - ISBN 978-80-7315-163-8

VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapientia, 2005. ISBN 80-86723-13-5.

#### **Languages necessary to complete the course:**

Slovak language and Czech language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 196

A	ABS	B	C	D	E	FX
47,96	0,0	26,02	18,88	3,57	1,02	2,55

**Lecturers:** Mgr. Martin Záni, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex064/22	<b>Course title:</b> Educational rehabilitation of the physically handicapped, ill and medically impaired
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 15 hours of preparation for the interim assessment; 25 hours of exam preparation. A total of 60 hours of student work. Learning methods: Explanation of the material, activating methods, small group work, cooperative learning, e-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be a midterm assessment during the semester in which the student may earn 30 points. In the final assessment in the form of a written examination, the student may obtain 70 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 achieves less than 15 points on the continuous assessment. To pass the course, a minimum score of 60% is required. A - excellent performance, the student has an excellent knowledge of the educational rehabilitation of physically handicapped, sick and medically impaired and is able to put it into practice; B - excellent performance, the student has knowledge of the educational rehabilitation of physically handicapped, sick and medically impaired, but there are shortcomings in the application to practice; C - good performance, the student has knowledge of educational rehabilitation of physically handicapped, sick and medically impaired, but is unable to transfer it into practice; D - satisfactory, the student has basic knowledge of educational rehabilitation of physically handicapped, sick and medically impaired; E - the student has minimal knowledge of educational rehabilitation of physically handicapped, sick and medically impaired; Fx - the student has no knowledge of educational rehabilitation of physically handicapped, sick and medically impaired. 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).  
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**

Upon completion of the course, students will have acquired comprehensive information and knowledge of the educational rehabilitation of physically handicapped, sick and medically impaired. They will acquire the theoretical potential for effective recognition of individual needs of disabled, ill and medically impaired individuals in the process of educational rehabilitation. Students will acquire the professional competence (theoretical and partly practical) necessary for communication and cooperation with other professionals of the team involved in the process of educational rehabilitation at different stages of education of an individual with physically handicapped, sick and medically impaired. Students will learn the principles, methods, forms and means of education within school and out-of-school institutions and leisure activities as well as alternative forms of work with physically handicapped, sick and medically impaired.

**Class syllabus:**

- Educational rehabilitation in individuals of physically handicapped, sick and medically impaired - theoretical background and definitional frameworks.
  - Educational goals of children and pupils with physical disabilities, illness and impairment.
  - Thematic areas of education of the physically disabled, sick and medically debilitated.
  - Principles, means, methods of education, standards and competences.
  - The relationship of the individual with a disability to his/her disability.
  - Education, re-education, self-education of the disabled, sick and handicapped.
  - Educational rehabilitation in the conditions of schools for pupils of physically handicapped, and its specifics.
  - Educational rehabilitation in the conditions of schools at the medical institution and its specifics.
  - Leisure activities in individuals with physically handicapped, sick and medically impaired.
  - Educational rehabilitation in the conditions of an inclusive school.
  - Educational rehabilitation of adult individuals of physically handicapped, sick and medically impaired and its specifics.
- The personality of the special educator - educator of children and pupils with physical disabilities, illness and health impairment.

**Recommended literature:**

Compulsory readings:

HARČARÍKOVÁ, T., 2017. Pedagogika telesne postihnutých, chorých a zdravotne oslabených v kontextoch edukácie. - 1. vyd. - Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. 97 s. ISBN 978-80-7464-631-72720.

HARČARÍKOVÁ, T., KOLLÁROVÁ, E., 2016. Základy pedagogiky telesne postihnutých, chorých a zdravotne oslabených. - 1. vyd. - Bratislava : Iris, 2016. - 165 s. ISBN 978-80-89726-81-3

OPATŘILOVÁ, D., ZÁMEČNÍKOVÁ, D., 2008. Možnosti speciálně pedagogické podpory u osob s hybným postižením. Brno: Masarykova univerzita. 2008. 180 s. ISBN 978-80-2104575-1. Tvorba výchovných programov v školských zariadeniach. 2009. [online] Bratislava: Štátny pedagogický ústav. 104 s. [cit. 2012-04-04]. Dostupné na internete: <http://www.minedu.sk>

Recommended readings:

HARČARÍKOVÁ, T. 2011. Pedagogika telesne postihnutých, chorých a zdravotne oslabených – teoretické základy. Bratislava: IRIS, 2011. ISBN 978-80-89238-59-0.

KOLLÁROVÁ, E., 2004. Somatopédia pre vychovávateľov. 2. vyd. Bratislava: UK. 2004. 120 s.

ISBN: 80-223-1591-5.  
 KOLLÁROVÁ, E., 2006. Základy somatopédie. 2. vyd. Bratislava: UK. 2006. 110 s. ISBN 80-223-2107-9.  
 KÁBELE, F., 1992. Somatopedie. Praha. Univerzita Karlova v Praze. 1992. ISBN80-7066-533-5.  
 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.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 182

A	ABS	B	C	D	E	FX
57,69	0,0	20,33	11,54	4,4	4,4	1,65

**Lecturers:** Mgr. Martin Záni, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex066/22	<b>Course title:</b> Educational rehabilitation of the visually impaired
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 20 hours of preparation of seminar paper/practical output; 30 hours of preparation for the final written assessment. TOTAL: 55 hours of student work. Methods of delivery: lecture, explanation of material using illustrative methods, discussion (focus group), group work, solving model situations and problem assignments, self-study.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The midterm/final grade: 50/50. The student will produce a seminar paper/practical output on a topic assigned by the teacher during the semester, from which a maximum of 30 points may be obtained. The minimum number of points required for admission to the final examination is 20 points. The course will end with a final written test, from which the student may obtain a maximum of 70 points. 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). At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D and at least 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. A - excellent performance, the student has mastered the basic concepts, terminology and scientific language, understands the connections between them, can interpret and transfer what he/she has learnt to a practical level; the seminar paper/practical output meets all the set criteria and requirements;	

B - excellent performance, the student knows the basic concepts, terminology and scientific language, the understanding of the connections is slightly weakened, minor deficiencies are observed in the transfer of knowledge to the practical plane; the seminar work corresponds to the assignment with minor deviations;

C - good performance, the student has mastered the material, professional concepts, terminology, but he/she misses the connections between what is learned and the transfer of what is learned to the praxological plane, he/she can communicate what is learned professionally with slight problems and teacher's navigation, the seminar paper has slight shortcomings (scope, method of processing, only partially covered issues, etc.);

D - acceptable performance, the student has mastered the material with significant deficits, the scientific language and the use of terminology is at a very low level, the student can interpret processes and phenomena with significant support from the teacher, in the issue of educational rehabilitation of the visually impaired has significant shortcomings with the application and transfer of knowledge to the practical plane; the seminar paper meets only elementary criteria;

E - minimally acceptable performance, the student has difficulties with mastering the content of the curriculum, communicates professional terminology with effort, fails to respond adequately to professional communication, application of knowledge to the practical plane and the solution of model situations fails, the seminar work is processed on the borderline of evaluability;

Fx - unacceptable performance, the student has not sufficiently mastered the content of education, cannot communicate professionally, transfer what he/she has learnt to special-pedagogical processes and phenomena, has not been involved in solving model situations/problem tasks, has not fulfilled the conditions set by the teacher during the semester, the seminar paper does not meet the required criteria.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

After completing the course, the student has acquired basic knowledge, terminology and context in the field of educational rehabilitation of the visually impaired, knows the history of care for these individuals, not only in Slovakia, but also abroad. It understands the impact of visual impairments on the process of education of the visually impaired, their work and social application. Is familiar with educational programs for individuals with visual impairments and the educational opportunities for individuals with visual impairments. The student is able to interpret the basic context of the educational process, has the ability to identify and describe individual phenomena, processes, methods, forms, means, objects of education, and to name the correlated factors of education in theoretical terms. Through solving model situations, the student acquires the ability to select and use adequate methods, approaches, means of working with individuals with disabilities in the process of educational rehabilitation.

In addition, the student will develop his/her communication skills, ability to think creatively, evaluate critically, think in context and look for causal relationships.

### **Class syllabus:**

The aim of the course is to provide the student with knowledge about the educational rehabilitation of the visually impaired, its system, position, place, tasks, correlation, content and procedural aspects, basic terminology of educational rehabilitation of individuals with visual impairment. Students will acquire the knowledge, skills and abilities that will enable and enable them to actively participate in the educational rehabilitation of individuals with visual impairments.

Educational Rehabilitation of the Visually Impaired (ERVİ) and its place in the comprehensive rehabilitation system. Relationship to other components of comprehensive rehabilitation (medical, social and occupational). The system of educational rehabilitation of the visually impaired. The student will gain knowledge about the place, tasks, position and correlation of the educational

rehabilitation of the visually impaired to other disciplines. The student will learn the system of comprehensive and educational rehabilitation of the visually impaired.

The requirements and principles of educational rehabilitation of the visually impaired. The student will master the basic principles of educational rehabilitation of the disabled, be able to identify them in the process of educational rehabilitation, name them and describe their practical application. He/she will master the requirements for educational rehabilitation, learn to understand and accept the personality of the pupil in its complexity with respect and positive use of its developmental tendencies, processes and changes; to create an accepting educational environment, based on a positive approach to the possibilities of personality development; to support the pupil's social learning process; to emphasise the meaningfulness and applicability of content in practical and real-life situations; to provide intensive feedback, based on the principle of individualisation.

Methods and means of educational rehabilitation of the visually impaired. The student will master the basic means of educational rehabilitation of the visually impaired, be able to identify them in the process of educational rehabilitation, name and describe where and when they are used in the process of educational rehabilitation. The student will learn to differentiate the different methods of ERVI, especially the method of multiple repetition of information, the method of overemphasizing information, the method of multisensory mediation, the method of optimal coding, the method of mediation of information by alternative communication systems, the method of curriculum modification, intensive motivation (to induce the greatest possible motivation for the desired activities), the method of curriculum algorithmization, the method of mediation with the involvement of compensatory mechanisms, the method of gradual symbolization, the method of positive psychological tonification, etc.

Principles of educational rehabilitation of the visually impaired. Students will learn the essence and differentiation of the principles and their possible application to ERVI. They will be able to distinguish and name the essence of the principle of respect for the personality of the pupil, the principle of individual approach, the principle of progression from passive to active, the principle of comprehensiveness, demonstrativeness, appropriateness, psychological well-being, reflexivity, acceptance of the child, purposefulness, communicability, durability, and the principle of continuous cognition of the pupil's individual personality.

Personnel and professional (vocational-pedagogical) provision of educational rehabilitation of disabled children in Slovakia. The student will gain knowledge about who is involved in the process of educational rehabilitation of disabled pupils, who are the actors, how they cooperate. The student will learn to identify the individual actors, describe their position and roles in the process of educational rehabilitation. Understands the conditions under which the different actors can carry out ERVI, understands the legislative conditions of ERVI.

Special educational practices and interventions aimed at the optimal development of the pupil and his/her socialization. The student will gain an overview of available special-pedagogical procedures and possible interventions applicable in the process of educational rehabilitation of the disabled. The student will learn how he/she can ensure the process of ERVI, how to achieve positive changes in the quality and quantity of the pupil's education, in what ways he/she can develop and harmonize the pupil's personality.

Early childhood and preschool care for children with visual impairment. The student will learn the basic knowledge, terminology and system of early and preschool care for children with visual impairments. The student will be able to interpret the importance of early care, early intervention, and the importance of preschool.

The school environment and its impact on the student in the educational rehabilitation process. Students will learn the basic schemes of a school environment friendly for all (universal design for learning), become familiar with the basic and superstructural equipment of the environment



in which the educational rehabilitation of the disabled takes place, learn to identify the objects of material and technical support of the process.

Early childhood care and special education guidance. The position and role of the special educator, tutor and teaching assistant in the process of educational rehabilitation. Professional standards of the educator and teaching assistant. Informative and formative action of the actors. Students will gain knowledge about the level of professional and personal readiness of educational actors, understand the principles of informative and formative action of these actors on pupils, get acquainted with the requirements that are imposed on these actors.

Saturation of the special educational needs (SEN) of the pupil in the SEN process. Factors influencing the success of SEN saturation. Students will gain basic knowledge and methods of saturating the SEN of a pupil with SEN, learn about effective approaches and strategies, learn to identify and communicate individual SEN, learn to assign the correct approach to individual educational situations.

Individual development programmes for individuals in the SEN. The student will become familiar with and understand at a theoretical level the possibilities of personalized support for the pupil and the basic procedures and principles of creating individual support options for the pupil.

Educational Rehabilitation Institutions for the Visually Impaired. The student will gain an overview of the educational opportunities for pupils with visual impairment, will acquire basic legislative information in the field of institutionalization for the visually impaired.

Supportive Institutions and Disability Support. The student will gain an overview of the options for the education of the visually impaired. The student will learn about the various supportive institutions, organizations, foundations and associations, etc. The student will be able to compile a list of supportive institutions for the developmental needs of the student depending on his/her special educational needs. Become familiar with the activities of the Slovak Union of the Blind and Partially Sighted, the Rehabilitation Centre for the Visually Impaired in Levoča, the Centre for the Support of Students with Visual Impairment, etc.

### **Recommended literature:**

Compulsory readings:

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3.

LOPÚCHOVÁ, J. Žiak mladšieho školského veku so zrakovým postihnutím. In: Inkluzivní vzdělávání žáků mladšího školního věku se speciálními vzdělávacími potřebami. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 180-212. - ISBN 978-80-7464-674-4.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

LOPÚCHOVÁ, J. Pedagogika zrakovo postihnutých: (vybrané kapitoly). Bratislava: Mabag, 2008. 100 s. ISBN 978-80-89113-53-8

BIŠČO KASTELOVÁ, A. LOPÚCHOVÁ, J. SCHMIDTOVÁ, M. TARCSIOVÁ, D. Pedagogika zmyslovo postihnutých raného a predškolského veku. Bratislava :Iris, 2013. - 325 s. (časť zameraná na zrakovo postihnutých).

LOPÚCHOVÁ, J. Špecifiká edukácie jednotlivcov so zrakovým postihnutím v inkluzívnom prostredí s akcentom na saturáciu ich špeciálnych edukačných potrieb. In: Interdisciplinární pohledy na jinakost . Olomouc: Univerzita Palackého, 2014. - S. 145-158. - ISBN 978-80-244-4483-3.

LOPÚCHOVÁ, J. Saturácia špeciálnych edukačných potrieb u žiakov mladšieho školského veku so zrakovým postihnutím v inkluzívnych podmienkach In: Inkluzivní vzdělávání v globálních a v užších kontextech: předškolní a základní vzdělávání. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 59-67. - ISBN 978-80-7464-659-1

Recommended readings:

<p>KOLNÍKOVÁ, H. LOPÚCHOVÁ, J. Komplexná rehabilitácia jednotlivcov so zrakovým postihnutím na Slovensku. In: Juvenilia paedagogica 2016: aktuálne teoretické a výskumné otázky pedagogiky v konceptoch dizertačných prác doktorandov [elektronický zdroj]. Trnava: Trnavská univerzita, 2016. - S. 89-95 [CD-ROM]. ISBN 978-80-8082-965-0</p> <p>HARČARÍKOVÁ, T., LOPÚCHOVÁ, J. TARCSIOVÁ, D. Špecifiká štúdia vybraných skupín študentov so špecifickými potrebami na vysokých školách. Bratislava : Iris, 2016. 177s.ISBN 978-80-89726-52-3 (časť o študentoch so ZP)</p> <p>VANČOVÁ, A., LOPÚCHOVÁ, J. a kol. Špeciálna pedagogika raného a predškolského veku. Bratislava: Iris, 2012. - 462s. ISBN 978-80-89238-68-2 (časť zameraná na zrakovo postihnutých).</p> <p>LOPÚCHOVÁ, J. Raná starostlivosť o deti so zrakovým postihnutím v intenciách empirických aktivít: 3. In: Historické reflexie a nové výzvy v slovenskej a českej špeciálnej pedagogike za posledných 100 rokov. - Brno : MSD, 2019. - S. 67-118 [3,2 AH]. - ISBN 978-80-7392-303-7</p> <p>LOPÚCHOVÁ, J. 2010. Stručný prehľad terminológie z pedagogiky zrakovo postihnutých. Bratislava: Iris, 2010. 115 s. ISBN 978-80-89256.</p> <p>LOPÚCHOVÁ, J. 1999. Terminologický slovník pedagogiky zrakovo postihnutých. Bratislava: Iris, 1999. 50 s. ISBN 80-88778-83-2.</p> <p>LOPÚCHOVÁ, J.2009. Raná a predškolská starostlivosť o deti so zrakovým postihnutím na Slovensku [elektronický dokument]. Senec: Slovenská únia mediátorov, 2009. ISBN 978-80-970251-3-7.</p> <p>LOPÚCHOVÁ, J., ČANIGA, J. 2017. Ďalšie vzdelávanie jednotlivcov so zrakovým postihnutím. Bratislava: Iris, 2017. 165 s. ISBN 978-80-8200-016-3.</p> <p>LOPÚCHOVÁ, J. 2020. Špecifiká nácviku orientácie a mobility u dospelých zrakovo postihnutých jednotlivcov. in Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. Prešov: Prešovská univerzita, 2020. s. 156-176. ISBN 978-80-555-2591-4.</p> <p>JESENSKÝ, Ján. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. Praha: UJAK, 2007. ISBN 978-80-86723-49-5.</p> <p>JESENSKÝ, Ján. Komprehensivní speciální pedagogika. Hradec Králové: PedF UHK, 2001.</p>																				
<p><b>Languages necessary to complete the course:</b> Slovak language and Czech language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 183</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>63,39</td><td>0,0</td><td>21,31</td><td>4,37</td><td>4,37</td><td>4,37</td><td>2,19</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	63,39	0,0	21,31	4,37	4,37	4,37	2,19
A	ABS	B	C	D	E	FX														
63,39	0,0	21,31	4,37	4,37	4,37	2,19														
<p><b>Lecturers:</b> Mgr. Marek Hlina</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex015/22	<b>Course title:</b> Environmental education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 25 hours of preparation of a seminar work in the form of an analysis and analysis of professional literature on a chosen environmental topic, expression of a critical attitude to the given issue and, last but not least, in the form of preparation of an activity by which the student will introduce the issue of the environmental problem to students with disabilities; 20 hours of preparation for the ongoing assessment in the form of a presentation of a seminar paper with a chosen environmental issue. A total of 50 hours of student work. Educational methods: Presentation of seminar work, problem solving by students, discussion of the topic, activating methods	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course will be completed: (a) A defense of a term paper with the content of current environmental problems in the Slovak Republic as well as environmental problems that are being addressed globally with a maximum of 20 points. b) its elaboration in the form of an analysis and critical evaluation of the chosen environmental issue and its application to the education of pupils with disabilities with a maximum value of 80 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 obtains less than 40 points in the seminar paper and fails to defend the paper. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results), excellent performance, the student is able to work excellently with professional literature dealing with the issue of current environmental problems not only in the Slovak Republic but also at the global level, is able to critically evaluate environmental	

problems in society and to create appropriate activating methods for a given environmental problem usable in special pedagogical practice.

B (90-81%, very good - above average standard), excellent performance, the student can work with the literature dealing with the issues of current environmental problems not only in the Slovak Republic but also at the global level very well, but critical thinking in the field of environmentalism is borderline, but can create appropriate activating methods for a given environmental problem usable in special education practice

C (80-73%, good - normal reliable work), good performance, the student can work well with literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, but critical thinking in the field of environmentalism is partially absent, but can create appropriate activating methods on the environmental problem usable in special education practice

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student can only partially work with professional literature dealing with the issue of current environmental problems not only in the Slovak Republic but also at the global level, critical thinking in the field of environmentalism is partially absent and only partially can apply environmental theory in the form of creating activating methods to special education practice

E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student can work with professional literature dealing with the issues of current environmental problems not only in the Slovak Republic but also at the global level at a minimum level, critical thinking in the field of environmentalism is absent and his ability to apply environmental theory in the form of the creation of activating methods in special education practice is minimal

Fx (59-0%, insufficient - additional work is required), insufficient performance, the student is not able to work with professional literature dealing with the issues of current environmental problems not only in the Slovak Republic but also at the global level, nor is he able to critically evaluate environmental problems and is not able to apply environmental theory in the form of the creation of activating methods to special education practice

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Upon completion of the course, the student will gain basic information on nature conservation, quality of life assurance and remediation options, which will subsequently enable him/her to solve problems in environmental issues. He will be able to apply all this knowledge to special education practice; he will strengthen his digital skills in searching for literature on environmental issues on appropriate professional domestic and foreign Internet portals, as well as his communication skills, critical thinking skills and the ability to evaluate environmental problems in society.

### **Class syllabus:**

1. Ecology. (the student can distinguish between the concepts of ecology and environmental science, knows the relationships of organisms in the environment and how endogenous and exogenous factors affect the environment)
2. Stability and biodiversity of ecosystems. Protected areas. Regulation of trophic chains. Anthropocentrism, biocentrism and ecocentrism. (the student will learn to perceive the interconnectedness of relationships in nature, the sensitivity of ecosystem stability, how this stability is affected by man himself and ultimately be able to take a stance on the protection of individual ecosystems for the need to maintain balance in nature)
3. Waste management. (the student will get acquainted with the issues of waste management, the creation and regulation of the amount of waste in society, the problem of black dumps, but also the process of recycling as an option for environmental protection)

4. Transport and the greenhouse effect. (the student is able to assess the negative impact of the use of transport on the environment and is able to adopt the right attitude towards solving the problem in terms of protecting the environment in which he/she lives)

5. Environmental education in primary, secondary and special primary and secondary schools. Environmental projects of the Slovak Republic. (The student knows how to incorporate environmental education as a cross-cutting theme in the state educational program for the education of pupils with disabilities, knows how environmental education contributes to the development of the pupil's personality by acquiring the ability to understand, analyze and evaluate the relationships between man and his environment on the basis of knowledge of the laws that govern life on Earth, to know and understand the connections between the development of the human population and the relationship to the environment in different areas of the world, to understand the connections between local and global problems and one's own responsibility in relation to the environment, ultimately the student will also become familiar with the current environmental projects of the Slovak Republic, which support this education in primary schools, secondary schools and special primary schools, secondary schools and will be able to bring the given environmental problems to the pupil with disabilities by appropriate activating methods).

**Recommended literature:**

Fuchsová, M., Galiková, D. 2017. Environmentálna výchova v edukačnom procese špeciálnych základných škôl na Slovensku a v Srbsku z pohľadu učiteľov. In: Paedagogica specialis. Bratislava: Univerzita Komenského v Bratislave. – Roč. 31 (2017), s. 278 – 290. ISBN 978-80-223-4438-8

Chrenšćová, V., Elek, Š., Fuchsová, M., Matis, D., Žarnovičan, H. 2010. Pracovný zošit o vode pre základné školy - nižšie sekundárne vzdelávanie : Vzdelávací program Modrá škola. - 1. vyd. - Bratislava: Mladí vedci Slovenska, 2010. - 31 s. ISBN 978-80-970496-2-1

Chrenšćová, V., Elek, Š., Elek, T., Fuchsová, M., Jasaň, I., Libovič, M., Matis, D., Žarnovičan, H. 2010. Doplnkové študijné texty o vode pre základné školy - nižšie sekundárne vzdelávanie: Vzdelávací program Modrá škola. 1. vyd. Bratislava: Mladí vedci Slovenska, 2010. ISBN 978-80-970496-1-4

Bieliková, D., Fűry, D., Fuchsová, M. 2011. Environmentálne aktivity využiteľné vo výchovno-vzdelávacom procese na základných školách. In: Envirohorizonty ... od teórie k praxi .... Bratislava: Univerzita Komenského, 2011. - S. 20. – ISBN 978-80-223-3083-1

Majzlan, O. a Fedor, P. 2012. Základy ekológie a environmentalistiky pre pedagogické smery. 1. vyd. Bratislava: Univerzita Komenského, 2012. ISBN 978-80-223-3175-3

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 319

A	ABS	B	C	D	E	FX
44,2	0,0	24,14	16,93	6,58	5,33	2,82

**Lecturers:** Mgr. Mária Fuchsová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex015/22	<b>Course title:</b> Environmental education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 25 hours of preparation of a seminar work in the form of an analysis and analysis of professional literature on a chosen environmental topic, expression of a critical attitude to the given issue and, last but not least, in the form of preparation of an activity by which the student will introduce the issue of the environmental problem to students with disabilities; 20 hours of preparation for the ongoing assessment in the form of a presentation of a seminar paper with a chosen environmental issue. A total of 50 hours of student work. Educational methods: Presentation of seminar work, problem solving by students, discussion of the topic, activating methods	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course will be completed: (a) A defense of a term paper with the content of current environmental problems in the Slovak Republic as well as environmental problems that are being addressed globally with a maximum of 20 points. b) its elaboration in the form of an analysis and critical evaluation of the chosen environmental issue and its application to the education of pupils with disabilities with a maximum value of 80 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 obtains less than 40 points in the seminar paper and fails to defend the paper. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results), excellent performance, the student is able to work excellently with professional literature dealing with the issue of current environmental problems not only in the Slovak Republic but also at the global level, is able to critically evaluate environmental	

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C (80-73%, good - normal reliable work), good performance, the student can work well with literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, but critical thinking in the field of environmentalism is partially absent, but can create appropriate activating methods on the environmental problem usable in special education practice

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student can only partially work with professional literature dealing with the issue of current environmental problems not only in the Slovak Republic but also at the global level, critical thinking in the field of environmentalism is partially absent and only partially can apply environmental theory in the form of creating activating methods to special education practice

E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student can work with professional literature dealing with the issues of current environmental problems not only in the Slovak Republic but also at the global level at a minimum level, critical thinking in the field of environmentalism is absent and his ability to apply environmental theory in the form of the creation of activating methods in special education practice is minimal

Fx (59-0%, insufficient - additional work is required), insufficient performance, the student is not able to work with professional literature dealing with the issues of current environmental problems not only in the Slovak Republic but also at the global level, nor is he able to critically evaluate environmental problems and is not able to apply environmental theory in the form of the creation of activating methods to special education practice

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Upon completion of the course, the student will gain basic information on nature conservation, quality of life assurance and remediation options, which will subsequently enable him/her to solve problems in environmental issues. He will be able to apply all this knowledge to special education practice; he will strengthen his digital skills in searching for literature on environmental issues on appropriate professional domestic and foreign Internet portals, as well as his communication skills, critical thinking skills and the ability to evaluate environmental problems in society.

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3. Waste management. (the student will get acquainted with the issues of waste management, the creation and regulation of the amount of waste in society, the problem of black dumps, but also the process of recycling as an option for environmental protection)

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#### **Recommended literature:**

Fuchsová, M., Galiková, D. 2017. Environmentálna výchova v edukačnom procese špeciálnych základných škôl na Slovensku a v Srbsku z pohľadu učiteľov. In: Paedagogica specialis. Bratislava: Univerzita Komenského v Bratislave. – Roč. 31 (2017), s. 278 – 290. ISBN 978-80-223-4438-8

Chrenšćová, V., Elek, Š., Fuchsová, M., Matis, D., Žarnovičan, H. 2010. Pracovný zošit o vode pre základné školy - nižšie sekundárne vzdelávanie : Vzdelávací program Modrá škola. - 1. vyd. - Bratislava: Mladí vedci Slovenska, 2010. - 31 s. ISBN 978-80-970496-2-1

Chrenšćová, V., Elek, Š., Elek, T., Fuchsová, M., Jasaň, I., Libovič, M., Matis, D., Žarnovičan, H. 2010. Doplnkové študijné texty o vode pre základné školy - nižšie sekundárne vzdelávanie: Vzdelávací program Modrá škola. 1. vyd. Bratislava: Mladí vedci Slovenska, 2010. ISBN 978-80-970496-1-4

Bieliková, D., Fűry, D., Fuchsová, M. 2011. Environmentálne aktivity využiteľné vo výchovno-vzdelávacom procese na základných školách. In: Envirohorizonty ... od teórie k praxi .... Bratislava: Univerzita Komenského, 2011. - S. 20. – ISBN 978-80-223-3083-1

Majzlan, O. a Fedor, P. 2012. Základy ekológie a environmentalistiky pre pedagogické smery. 1. vyd. Bratislava: Univerzita Komenského, 2012. ISBN 978-80-223-3175-3

#### **Languages necessary to complete the course:**

Slovak and Czech language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 319

A	ABS	B	C	D	E	FX
44,2	0,0	24,14	16,93	6,58	5,33	2,82

**Lecturers:** Mgr. Mária Fuchsová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex014/22	<b>Course title:</b> Ethics and ethics education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Scope of teaching: 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 20 hours of preparation for the intermediate test; 25 hours of preparation for the final test. A total of 50 hours. Teaching methods: In addition to monological methods of explanation, explanation and lecturing, dialogical methods of discussion, conversation or Socratic conversation are represented, as well as experiential and activating methods of play, solving moral dilemmas and others.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the continuous assessment, which includes: 50% of the continuous test, 50% of the final test. A minimum score of 60% on both tests is required to pass the course. The grade is 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%, fair - satisfactory results) Fx (59-0%, inadequate - further work required) Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes: Students acquire basic conceptual and categorical equipment, information and orientations in the field of ethics, which are also applicable in the field of education; they are able to understand the psychology of moral development; they are oriented in the Slovak curriculum of ethics education; they are able to distinguish different approaches to character education; they are able to effectively use the acquired knowledge in the future profession of a special educator. By completing the course, the student develops the following transferable	

<p>competencies: communication skills, analytical skills, interpersonal skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, reasoning in context.</p> <p>Learning objectives:</p> <p>To provide students with the basic information needed to understand ethics and its importance in the life of the individual, society and to familiarize them with the subject of ethics education</p>																				
<p><b>Class syllabus:</b></p> <p>introduction to ethics (definition of the subject of ethics and the basic concepts of ethics, morality, etiquette, freedom, responsibility); introduction to basic ethical concepts (virtue ethics, duty ethics, utilitarianism); introduction to ethics education; introduction to the Slovak programme of ethics education (educational programme, style of education, educational methods; procedural aspect); psychology of moral development; various forms of character education</p>																				
<p><b>Recommended literature:</b></p> <p>Recommended readings:</p> <p>Brestovanský, M.: Hodnoty, vzťahy a škola. Trnava: Typi Universitatis Tyrnaviensis, 2019.</p> <p>Hollá, K.: Didaktika etickej výchovy. Nitra: Univerzita Konštantína Filozofa v Nitre, 2014.</p> <p>Hollá, Z. (et al.): Vybrané pedagogické aspekty rozvoja prosociálnosti u detí. Ružomberok: Pedagogická fakulta Katolíckej univerzity v Ružomberku, 2009.</p> <p>Komárik, E. – Maďarová, A. – Malá, D.: Charakter: Príspevok k rozvoju morálnej gramotnosti. Nitra: Univerzita Konštantína filozofa v Nitre, 2014.</p> <p>Lencz, L. – Krížová, O.: Metodický materiál k predmetu etická výchova. Prešov: Rokus, 2006.</p> <p>Olivar, R. R.: Etická výchova. Bratislava: Orbis Pictus Istropolitana, 1992.</p> <p>Podmanický, I.: Teória a prax etickej výchovy 1. Trnava: Trnavská Univerzita, 2012.</p> <p>Podmanický, I.: Teória a prax etickej výchovy 2. Trnava: Trnavská Univerzita, 2013.</p> <p>Sokol, J.: Etika, život, inštitúcie. Pokus o praktickú filosofiu. Praha: Vyšehrad, 2014.</p> <p>Vacek, P.: Rozvoj morálneho vedomí žiakov. Praha: Portál, 2008.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak and Czech language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 175</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>70,86</td><td>0,0</td><td>18,29</td><td>6,29</td><td>1,14</td><td>0,0</td><td>3,43</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	70,86	0,0	18,29	6,29	1,14	0,0	3,43
A	ABS	B	C	D	E	FX														
70,86	0,0	18,29	6,29	1,14	0,0	3,43														
<p><b>Lecturers:</b> Mgr. Michal Bizoň, PhD.</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex014/22	<b>Course title:</b> Ethics and ethics education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Scope of teaching: 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 20 hours of preparation for the intermediate test; 25 hours of preparation for the final test. A total of 50 hours. Teaching methods: In addition to monological methods of explanation, explanation and lecturing, dialogical methods of discussion, conversation or Socratic conversation are represented, as well as experiential and activating methods of play, solving moral dilemmas and others.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the continuous assessment, which includes: 50% of the continuous test, 50% of the final test. A minimum score of 60% on both tests is required to pass the course. The grade is 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%, fair - satisfactory results) Fx (59-0%, inadequate - further work required) Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes: Students acquire basic conceptual and categorical equipment, information and orientations in the field of ethics, which are also applicable in the field of education; they are able to understand the psychology of moral development; they are oriented in the Slovak curriculum of ethics education; they are able to distinguish different approaches to character education; they are able to effectively use the acquired knowledge in the future profession of a special educator. By completing the course, the student develops the following transferable	

<p>competencies: communication skills, analytical skills, interpersonal skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, reasoning in context.</p> <p>Learning objectives:</p> <p>To provide students with the basic information needed to understand ethics and its importance in the life of the individual, society and to familiarize them with the subject of ethics education</p>																				
<p><b>Class syllabus:</b></p> <p>introduction to ethics (definition of the subject of ethics and the basic concepts of ethics, morality, etiquette, freedom, responsibility); introduction to basic ethical concepts (virtue ethics, duty ethics, utilitarianism); introduction to ethics education; introduction to the Slovak programme of ethics education (educational programme, style of education, educational methods; procedural aspect); psychology of moral development; various forms of character education</p>																				
<p><b>Recommended literature:</b></p> <p>Recommended readings:</p> <p>Brestovanský, M.: Hodnoty, vzťahy a škola. Trnava: Typi Universitatis Tyrnaviensis, 2019.</p> <p>Hollá, K.: Didaktika etickej výchovy. Nitra: Univerzita Konštantína Filozofa v Nitre, 2014.</p> <p>Hollá, Z. (et al.): Vybrané pedagogické aspekty rozvoja prosociálnosti u detí. Ružomberok: Pedagogická fakulta Katolíckej univerzity v Ružomberku, 2009.</p> <p>Komárik, E. – Maďarová, A. – Malá, D.: Charakter: Príspevok k rozvoju morálnej gramotnosti. Nitra: Univerzita Konštantína filozofa v Nitre, 2014.</p> <p>Lencz, L. – Krížová, O.: Metodický materiál k predmetu etická výchova. Prešov: Rokus, 2006.</p> <p>Olivar, R. R.: Etická výchova. Bratislava: Orbis Pictus Istropolitana, 1992.</p> <p>Podmanický, I.: Teória a prax etickej výchovy 1. Trnava: Trnavská Univerzita, 2012.</p> <p>Podmanický, I.: Teória a prax etickej výchovy 2. Trnava: Trnavská Univerzita, 2013.</p> <p>Sokol, J.: Etika, život, inštitúcie. Pokus o praktickú filosofiu. Praha: Vyšehrad, 2014.</p> <p>Vacek, P.: Rozvoj morálneho vedomí žiakov. Praha: Portál, 2008.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak and Czech language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 175</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>70,86</td><td>0,0</td><td>18,29</td><td>6,29</td><td>1,14</td><td>0,0</td><td>3,43</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	70,86	0,0	18,29	6,29	1,14	0,0	3,43
A	ABS	B	C	D	E	FX														
70,86	0,0	18,29	6,29	1,14	0,0	3,43														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex084/22	<b>Course title:</b> Finger signs
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 10 hours of preparation for the interim assessment; 20 hours of preparation for the final test. A total of 50 hours of student work. Learning methods: Small group work, role-play method, didactic games, e-learning, practice	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will be evaluated by two tests (2x max. 25 points) and a seminar paper on a topic assigned by the teacher, which the student will prepare during the semester (max. 50 points). Both the tests and the seminar paper are aimed at practical mastery of the individual lessons of the course. 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), 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/mastered/practically and theoretically mastered finger signs, can apply to practice; B-excellent performance, student knows/mastered, practically and theoretically mastered finger signs lessons, can apply to practice; C-good performance, student knows/learns, practically masters finger signs lessons, partially can apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially masters finger signs lessons practically and theoretically; E- minimally acceptable performance, student has	

<p>learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.</p> <p>Scale of assessment (preliminary/final): 100/0</p>																				
<p><b>Learning outcomes:</b></p> <p>After completing the course, the student can characterize the concept of finger signs, can characterize individual finger signs (finger alphabet, auxiliary articulatory signs) and justify their use, can argue the need for their use not only in a group of children/pupils with hearing impairment, but also in other groups. The student will be able to practically master the different types of finger signs, apply them to practice, produce them fluently, but also identify them from the production of others.</p> <p>The student develops communication skills, organizational skills, interpersonal skills, creativity, abstract thinking skills, motivation, learning skills, and the ability to communicate in a manual form of communication.</p>																				
<p><b>Class syllabus:</b></p> <p>1. Terminological definition of finger signs and their brief characteristics - finger alphabet, auxiliary articulatory signs, 2. Possibilities and limits of the use of individual types of finger signs, 3. Training and fixation of the one-handed finger alphabet, 4. Training and fixation of the two-handed finger alphabet, 5. Application of phonetic characteristics of Slovak vowels to the formation of auxiliary articulatory signs, 6. Training and fixation of auxiliary articulatory signs.</p>																				
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>TARCSIOVÁ, Darina, 2012. Prstové znaky a pedagogika sluchovo postihnutých. 1. vyd. Bratislava: Univerzita Komenského v Bratislave, 2012. 104s. ISBN 978-80-223-3274-3.</p> <p>KOUDELKOVÁ, Š. a TARCSIOVÁ, D., 2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 201 s., ISBN 9788082000156 (vybrané časti).</p> <p>Recommended readings:</p> <p>TARCSIOVÁ, Darina, 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. 1. vyd. Bratislava: Sapiaientia, 2005. ISBN 80-969112-7-9. (s. 88 – 101).</p> <p>TARCSIOVÁ, Darina, 2002. Prstová abeceda. 1. vyd. Nitra: Effeta, 2002. 53 s. ISBN 80-968584-4.</p> <p>TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).</p> <p>TOMÁŠKOVÁ, M. 2020 - urobené video sekvencie na Moodle (moodle.uniba.sk)</p> <p>Posunkuj hravo (aplikácia), 2018. Infosluch OZ.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 97</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>60,82</td><td>0,0</td><td>21,65</td><td>3,09</td><td>0,0</td><td>1,03</td><td>13,4</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	60,82	0,0	21,65	3,09	0,0	1,03	13,4
A	ABS	B	C	D	E	FX														
60,82	0,0	21,65	3,09	0,0	1,03	13,4														
<p><b>Lecturers:</b> Mgr. Miroslava Tomášková, PhD., Mgr. Kristína Ondrašínová</p>																				

<b>Last change:</b> 11.09.2023
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex084/22	<b>Course title:</b> Finger signs
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 10 hours of preparation for the interim assessment; 20 hours of preparation for the final test. A total of 50 hours of student work. Learning methods: Small group work, role-play method, didactic games, e-learning, practice	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will be evaluated by two tests (2x max. 25 points) and a seminar paper on a topic assigned by the teacher, which the student will prepare during the semester (max. 50 points). Both the tests and the seminar paper are aimed at practical mastery of the individual lessons of the course. 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), 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/mastered/practically and theoretically mastered finger signs, can apply to practice; B-excellent performance, student knows/mastered, practically and theoretically mastered finger signs lessons, can apply to practice; C-good performance, student knows/learns, practically masters finger signs lessons, partially can apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially masters finger signs lessons practically and theoretically; E- minimally acceptable performance, student has	



learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

After completing the course, the student can characterize the concept of finger signs, can characterize individual finger signs (finger alphabet, auxiliary articulatory signs) and justify their use, can argue the need for their use not only in a group of children/pupils with hearing impairment, but also in other groups. The student will be able to practically master the different types of finger signs, apply them to practice, produce them fluently, but also identify them from the production of others.

The student develops communication skills, organizational skills, interpersonal skills, creativity, abstract thinking skills, motivation, learning skills, and the ability to communicate in a manual form of communication.

**Class syllabus:**

1. Terminological definition of finger signs and their brief characteristics - finger alphabet, auxiliary articulatory signs, 2. Possibilities and limits of the use of individual types of finger signs, 3. Training and fixation of the one-handed finger alphabet, 4. Training and fixation of the two-handed finger alphabet, 5. Application of phonetic characteristics of Slovak vowels to the formation of auxiliary articulatory signs, 6. Training and fixation of auxiliary articulatory signs.

**Recommended literature:**

Compulsory readings:

TARCSIOVÁ, Darina, 2012. Prstové znaky a pedagogika sluchovo postihnutých. 1. vyd.

Bratislava: Univerzita Komenského v Bratislave, 2012. 104s. ISBN 978-80-223-3274-3.

KOUDELKOVÁ, Š. a TARCSIOVÁ, D., 2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 201 s., ISBN 9788082000156 (vybrané časti).

Recommended readings:

TARCSIOVÁ, Darina, 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. 1. vyd. Bratislava: Sapiaientia, 2005. ISBN 80-969112-7-9. (s. 88 – 101).

TARCSIOVÁ, Darina, 2002. Prstová abeceda. 1. vyd. Nitra: Effeta, 2002. 53 s. ISBN 80-968584-4.

TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).

TOMÁŠKOVÁ, M. 2020 - urobené video sekvencie na Moodle (moodle.uniba.sk)

Posunkuj hravo (aplikácia), 2018. Infosluch OZ.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 97

A	ABS	B	C	D	E	FX
60,82	0,0	21,65	3,09	0,0	1,03	13,4

**Lecturers:** Mgr. Miroslava Tomášková, PhD., Mgr. Kristína Ondrašínová

<b>Last change:</b> 11.09.2023
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex026/22	<b>Course title:</b> Fundamentals of ENT, Phoniatriy and Audiology for SEs
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 3s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 3 hours of teaching per semester (seminar) - combined method Student workload: 3 hours of teaching, 15 hours of literature search, 35 hours of preparation for the final test. A total of 53 hours of student work. Methods of education: interpretation, discussion of the topic, case studies.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student will be assessed by a final assessment in the form of a test at the end of the semester. A score of at least 91 points is required for an A grade, 81 points for a B grade, 71 points for a C grade, 61 points for a D grade and 51 points for an E grade. Credit will not be awarded to a student who scores less than 50 points in the assessment. The rating is awarded on a scale: A (100-91%, excellent - outstanding results) - the student actively participates in the class, participates in solving case studies, acquires theoretical knowledge and can apply it in practice, obtains at least 91 points in the final test B (90-81%, very good - above average standard) - the student engages irregularly in activities during the seminar, acquires theoretical knowledge, but practically can use it only to a limited extent, gets at least 81 points in the final test C (80-73%, good - normal reliable work) - the student passively participates in the seminar, learns only part of the acquired knowledge, scores at least 71 points on the final test D (72-66%, satisfactory - acceptable results) - the student passively participates in the seminar, learns part of the knowledge, has significant problems with its practical application, scores at least 61 points on the final test E (65-60%, sufficient - the results meet the minimum criteria) - the student acquires only a minimum of basic knowledge, does not know how to apply it practically, the final test scores a minimum of 51 points Fx (59-0%, insufficient - extra work required) - student does not acquire sufficient knowledge, receives less than 50 points on the final test	

Weighting of interim/final assessment: 100/0 Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> Understanding the physiology of auditory sensation, morphological functional changes of the auditory analyzer and subsequent hearing impairment. Basic orientation of ENT and phoniatric nosological units, diagnosis and therapy or compensation. By taking the course, the student also develops communication skills, logical reasoning and critical thinking.						
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>• Congenital anomalies of the hearing organs and larynx and their acquired damage (diseases, accidents).</li> <li>• Consequences of pathological processes (disorders of hearing, communication).</li> <li>• Basic information on hearing screening methods, diagnosis of hearing disorders (audiometry and audiogram) and audioprosthesis instruments.</li> <li>• Hearing aids, cochlear implantation, implantable hearing aids.</li> </ul>						
<b>Recommended literature:</b> Required reading: DRŠATA, J., Havlík, R. 2016. Foniatrie – Sluch. Praha: Tobíáš, 2016. HAHN, A. 2019. Otolaringologie a foniatrie v současné praxi. 2. vyd. Praha: Grada, 2019. KUCHYNKOVÁ, Z. 2015. Dětská otolaringologie. Praha: Grada, 2015. Recommended reading: PRPFAMT, M. a kol. 2000. Otolaryngológia. Bratislava : ARM 333, 2000. ISBN 80-967945-3-1 KLAČANSKÝ, I. a JAKUBÍKOVÁ, J. 1992. Dětská otorinolaryngológia. Martin: Osveta, 1992. ISBN 80-217033-4-2 JAUBÍKOVÁ, J. a kol. 2006. Dětská audiologie. Bratislava: SAP, 2006. ISBN 80-891049-9-1						
<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 320						
A	ABS	B	C	D	E	FX
74,06	0,0	11,88	6,25	2,81	1,56	3,44
<b>Lecturers:</b> MUDr. Matej Babinec						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex026/22	<b>Course title:</b> Fundamentals of ENT, Phoniatriy and Audiology for SEs
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 3s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 3 hours of teaching per semester (seminar) - combined method Student workload: 3 hours of teaching, 15 hours of literature search, 35 hours of preparation for the final test. A total of 53 hours of student work. Methods of education: interpretation, discussion of the topic, case studies.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student will be assessed by a final assessment in the form of a test at the end of the semester. A score of at least 91 points is required for an A grade, 81 points for a B grade, 71 points for a C grade, 61 points for a D grade and 51 points for an E grade. Credit will not be awarded to a student who scores less than 50 points in the assessment. The rating is awarded on a scale: A (100-91%, excellent - outstanding results) - the student actively participates in the class, participates in solving case studies, acquires theoretical knowledge and can apply it in practice, obtains at least 91 points in the final test B (90-81%, very good - above average standard) - the student engages irregularly in activities during the seminar, acquires theoretical knowledge, but practically can use it only to a limited extent, gets at least 81 points in the final test C (80-73%, good - normal reliable work) - the student passively participates in the seminar, learns only part of the acquired knowledge, scores at least 71 points on the final test D (72-66%, satisfactory - acceptable results) - the student passively participates in the seminar, learns part of the knowledge, has significant problems with its practical application, scores at least 61 points on the final test E (65-60%, sufficient - the results meet the minimum criteria) - the student acquires only a minimum of basic knowledge, does not know how to apply it practically, the final test scores a minimum of 51 points Fx (59-0%, insufficient - extra work required) - student does not acquire sufficient knowledge, receives less than 50 points on the final test	

Weighting of interim/final assessment: 100/0 Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> Understanding the physiology of auditory sensation, morphological functional changes of the auditory analyzer and subsequent hearing impairment. Basic orientation of ENT and phoniatric nosological units, diagnosis and therapy or compensation. By taking the course, the student also develops communication skills, logical reasoning and critical thinking.						
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>• Congenital anomalies of the hearing organs and larynx and their acquired damage (diseases, accidents).</li> <li>• Consequences of pathological processes (disorders of hearing, communication).</li> <li>• Basic information on hearing screening methods, diagnosis of hearing disorders (audiometry and audiogram) and audioprosthetic instruments.</li> <li>• Hearing aids, cochlear implantation, implantable hearing aids.</li> </ul>						
<b>Recommended literature:</b> Required reading: DRŠATA, J., Havlík, R. 2016. Foniatrie – Sluch. Praha: Tobíáš, 2016. HAHN, A. 2019. Otolaringologie a foniatrie v současné praxi. 2. vyd. Praha: Grada, 2019. KUCHYNKOVÁ, Z. 2015. Dětská otolaringologie. Praha: Grada, 2015. Recommended reading: PRPFAMT, M. a kol. 2000. Otolaryngológia. Bratislava : ARM 333, 2000. ISBN 80-967945-3-1 KLAČANSKÝ, I. a JAKUBÍKOVÁ, J. 1992. Detská otorinolaryngológia. Martin: Osveta, 1992. ISBN 80-217033-4-2 JAUBÍKOVÁ, J. a kol. 2006. Detská audiológia. Bratislava: SAP, 2006. ISBN 80-891049-9-1						
<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 320						
A	ABS	B	C	D	E	FX
74,06	0,0	11,88	6,25	2,81	1,56	3,44
<b>Lecturers:</b> MUDr. Matej Babinec						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex021/22	<b>Course title:</b> Fundamentals of Neurology for Special Educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of literature search; 30 hours of preparation for the final test. A TOTAL of 55 hours of student work. Methods of education: interpretation, discussion of the topic, case studies.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student will be assessed by a final assessment in the form of a test at the end of the semester. A score of at least 91 points is required for an A grade, 81 points for a B grade, 71 points for a C grade, 61 points for a D grade and 51 points for an E grade. Credit will not be awarded to a student who scores less than 50 points in the assessment. A - the student actively participates in class, participates in solving case studies, acquires theoretical knowledge and can use it practically in practice, gets at least 91 points from the final test; B - the student is irregularly involved in activities during the seminar, acquires theoretical knowledge, but practically can use it only to a limited extent, from the final test gets a minimum of 81 points; C - the student passively participates in the seminar, learns only part of the acquired knowledge, obtains a minimum of 71 points in the final test; D - the student passively participates in the seminar, acquires part of the knowledge, has significant problems with its practical application, obtains at least 61 points in the final test E - the student acquires only a minimum of basic knowledge, does not know how to use it practically, and gets a minimum of 51 points on the final test; Fx - student does not acquire sufficient knowledge, receives less than 50 points on the final test. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results),	

<p>E (65-60%, sufficient - results meet minimum criteria),  Fx (59-0%, insufficient - extra work required).  Weighting of interim/final assessment: 100/0  Scale of assessment (preliminary/final): 100/0</p>																				
<p><b>Learning outcomes:</b>  An overview of the pathophysiology of the nervous system, symptomatology of neurological diseases, taking into account the specialization of study and use in special education practice.  By taking the course, the student also develops communication skills, logical reasoning and critical thinking.</p>																				
<p><b>Class syllabus:</b>  General pathophysiology and symptomatology. Special: DMO, neuromuscular diseases, injuries, tumor diseases, degenerative CNS diseases, seizure disorders. Therapeutic options, transient and permanent sequelae.  The aim of the course is to learn about the causes and manifestations of neurological diseases and their impact on the educational process of the pupil and other areas of life.</p>																				
<p><b>Recommended literature:</b>  Required reading:  LESNÝ, I., ŠPITZ, J. 1989. Neurologie a psychiatrie pro speciální pedagogy. Praha: Státní pedagogické nakladatelství, 1989. ISBN 80-04-22922-0.  SEIDL, Z. 2008. Neurologie pro nelékařské odbory. Praha: Grada. 2008. 168 s. ISBN 8024727332.  ŠLAPAL, R. Dětská neurologie pro speciální pedagogy. Brno: Paido, 1996. 42 s. ISBN 8085931176.  Recommended reading:  BROZMAN, M. 2011. Neurológia. Martin: Osveta. 2011. 188 s. ISBN 9788080633394.  JANKOVSKÝ, J. 2001. Ucelená rehabilitace dětí s tělesným a kombinovaným postižením. Praha: TRITON, 2001. 158 s. ISBN 80 7254 192 7.  KOMÁREK, V., ZUMROVÁ, A. ET AL. 2008. Dětská neurologie. Vybrané kapitoly. Praha: Galén. 2008. 196 s. ISBN 8072620819.  KRAUS, J. A KOL. Dětská mozková obrna. Praha: Grada Publishing, 2005. ISBN 8024719188.  SEIDL, Z., OBENBERGER, J. Neurologie pro studium i praxi. Praha: Grada Publishing, 2004. ISBN 8024706237.</p>																				
<p><b>Languages necessary to complete the course:</b>  Slovak language and Czech language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b>  Total number of evaluated students: 320</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>70,31</td><td>0,0</td><td>20,63</td><td>4,06</td><td>1,88</td><td>0,31</td><td>2,81</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	70,31	0,0	20,63	4,06	1,88	0,31	2,81
A	ABS	B	C	D	E	FX														
70,31	0,0	20,63	4,06	1,88	0,31	2,81														
<p><b>Lecturers:</b> MUDr. Roman Mego</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex021/22	<b>Course title:</b> Fundamentals of Neurology for Special Educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of literature search; 30 hours of preparation for the final test. A TOTAL of 55 hours of student work. Methods of education: interpretation, discussion of the topic, case studies.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student will be assessed by a final assessment in the form of a test at the end of the semester. A score of at least 91 points is required for an A grade, 81 points for a B grade, 71 points for a C grade, 61 points for a D grade and 51 points for an E grade. Credit will not be awarded to a student who scores less than 50 points in the assessment. A - the student actively participates in class, participates in solving case studies, acquires theoretical knowledge and can use it practically in practice, gets at least 91 points from the final test; B - the student is irregularly involved in activities during the seminar, acquires theoretical knowledge, but practically can use it only to a limited extent, from the final test gets a minimum of 81 points; C - the student passively participates in the seminar, learns only part of the acquired knowledge, obtains a minimum of 71 points in the final test; D - the student passively participates in the seminar, acquires part of the knowledge, has significant problems with its practical application, obtains at least 61 points in the final test E - the student acquires only a minimum of basic knowledge, does not know how to use it practically, and gets a minimum of 51 points on the final test; Fx - student does not acquire sufficient knowledge, receives less than 50 points on the final test. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results),	

<p>E (65-60%, sufficient - results meet minimum criteria),  Fx (59-0%, insufficient - extra work required).  Weighting of interim/final assessment: 100/0  Scale of assessment (preliminary/final): 100/0</p>																				
<p><b>Learning outcomes:</b>  An overview of the pathophysiology of the nervous system, symptomatology of neurological diseases, taking into account the specialization of study and use in special education practice.  By taking the course, the student also develops communication skills, logical reasoning and critical thinking.</p>																				
<p><b>Class syllabus:</b>  General pathophysiology and symptomatology. Special: DMO, neuromuscular diseases, injuries, tumor diseases, degenerative CNS diseases, seizure disorders. Therapeutic options, transient and permanent sequelae.  The aim of the course is to learn about the causes and manifestations of neurological diseases and their impact on the educational process of the pupil and other areas of life.</p>																				
<p><b>Recommended literature:</b>  Required reading:  LESNÝ, I., ŠPITZ, J. 1989. Neurologie a psychiatrie pro speciální pedagogy. Praha: Státní pedagogické nakladatelství, 1989. ISBN 80-04-22922-0.  SEIDL, Z. 2008. Neurologie pro nelékařské odbory. Praha: Grada. 2008. 168 s. ISBN 8024727332.  ŠLAPAL, R. Dětská neurologie pro speciální pedagogy. Brno: Paido, 1996. 42 s. ISBN 8085931176.  Recommended reading:  BROZMAN, M. 2011. Neurológia. Martin: Osveta. 2011. 188 s. ISBN 9788080633394.  JANKOVSKÝ, J. 2001. Ucelená rehabilitace dětí s tělesným a kombinovaným postižením. Praha: TRITON, 2001. 158 s. ISBN 80 7254 192 7.  KOMÁREK, V., ZUMROVÁ, A. ET AL. 2008. Dětská neurologie. Vybrané kapitoly. Praha: Galén. 2008. 196 s. ISBN 8072620819.  KRAUS, J. A KOL. Dětská mozková obrna. Praha: Grada Publishing, 2005. ISBN 8024719188.  SEIDL, Z., OBENBERGER, J. Neurologie pro studium i praxi. Praha: Grada Publishing, 2004. ISBN 8024706237.</p>																				
<p><b>Languages necessary to complete the course:</b>  Slovak language and Czech language</p>																				
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<p><b>Past grade distribution</b>  Total number of evaluated students: 320</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>70,31</td><td>0,0</td><td>20,63</td><td>4,06</td><td>1,88</td><td>0,31</td><td>2,81</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	70,31	0,0	20,63	4,06	1,88	0,31	2,81
A	ABS	B	C	D	E	FX														
70,31	0,0	20,63	4,06	1,88	0,31	2,81														
<p><b>Lecturers:</b> MUDr. Roman Mego</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex027/22	<b>Course title:</b> Fundamentals of Ophthalmology for Special Educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 3s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 3 hours of teaching per semester (seminar) - combined method Student workload: 3 hours of teaching; 15 hours of literature study; 35 hours of student preparation for the final assessment. A TOTAL of 53 hours of student work. Methods of education: interpretation, discussion, guided self-study, case analysis.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Interim/final mark weighting: 100/0 The course will conclude with a written final test on a specified date after the course. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 71 points for a grade C, a minimum of 61 points for a grade D and a minimum of 51 points for a grade E. Credit will not be awarded to a student who scores less than 50 points in the assessment. A-Excellent performance, student critically evaluates, knows/master basic concepts of ophthalmology necessary for special educator, can apply them to special education practice, actively participates in lectures; B-Excellent performance, student knows/knowns basic concepts, but critical thinking is borderline, engagement in lecture activities is infrequent; C-good performance, student has learned but cannot apply what he/she has learned to practice, activity in lectures is minimal; D-acceptable performance, student has partially learned, unable to apply what he/she has learned in practice, minimally active in lectures; E-minimally acceptable performance, student has learned minimally, cannot apply knowledge to practice, not active in lectures; FX-unacceptable performance, student did not meet the criteria for the assignment. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard),	

C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> The aim of the course is to convey information on the functional morphology of the visual analyzer and the principles of physiology and pathophysiology of vision. Completion of the course is the basis for linking (both horizontally and vertically) to courses in the psychology of the visually impaired and special education. The student develops critical thinking, contextual reasoning and communication skills.						
<b>Class syllabus:</b> Etiology and pathogenesis of visual analyzer damage and subsequent visual impairment (causal and ontogenetic aspect), basic diagnostic methods, possibilities of therapeutic intervention or correction. The aim of the course is to understand the causes of damage to the visual analyzer, their prognosis, diagnostic and therapeutic options. The acquisition of this knowledge is important for the future special educator, given the possibility of working with individuals with visual impairment in practice.						
<b>Recommended literature:</b> Required reading: BENEŠ, P., PANČOCHA, K., VRUBEL, M. 2020. Přehled oftalmologie pro pomáhající profese. Brno: Národní ošetrovatelství (NCO NZO), 2020. 126 s. ISBN: 978-80-7013-603-4. GAVORNÍK, P. 2002. Vybrané kapitoly z oftalmologie. Trnava: Vydavateľstvo SAP, 2002. 332 s., ISBN 8088908957 GERINEC, A. 2005. Detská oftalmológia. Martin: Vydavateľstvo Osveta, 2005. ISBN 8080631816 Recommended reading: SYNEK, S., SKORKOVSKÁ Š. 2014. Fyziologie oka a vidění. Praha: Grada, 2014. ISBN 978802473992 HORNOVÁ, J. 2011. Oční propedeutika. Praha: Grada Publishing, 2011. ISBN 9788024740874 HYCL, J., TRYBUČKOVÁ, L. 2008. Atlas oftalmologie. Praha: Triton, 2008. ISBN 7988073871604						
<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 319						
A	ABS	B	C	D	E	FX
69,59	0,0	14,11	6,58	0,31	5,64	3,76
<b>Lecturers:</b> MUDr. Judita Slezáková, CSc.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex027/22	<b>Course title:</b> Fundamentals of Ophthalmology for Special Educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 3s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 3 hours of teaching per semester (seminar) - combined method Student workload: 3 hours of teaching; 15 hours of literature study; 35 hours of student preparation for the final assessment. A TOTAL of 53 hours of student work. Methods of education: interpretation, discussion, guided self-study, case analysis.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Interim/final mark weighting: 100/0 The course will conclude with a written final test on a specified date after the course. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 71 points for a grade C, a minimum of 61 points for a grade D and a minimum of 51 points for a grade E. Credit will not be awarded to a student who scores less than 50 points in the assessment. A-Excellent performance, student critically evaluates, knows/master basic concepts of ophthalmology necessary for special educator, can apply them to special education practice, actively participates in lectures; B-Excellent performance, student knows/knowns basic concepts, but critical thinking is borderline, engagement in lecture activities is infrequent; C-good performance, student has learned but cannot apply what he/she has learned to practice, activity in lectures is minimal; D-acceptable performance, student has partially learned, unable to apply what he/she has learned in practice, minimally active in lectures; E-minimally acceptable performance, student has learned minimally, cannot apply knowledge to practice, not active in lectures; FX-unacceptable performance, student did not meet the criteria for the assignment. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard),	

C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0						
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<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 319						
A	ABS	B	C	D	E	FX
69,59	0,0	14,11	6,58	0,31	5,64	3,76
<b>Lecturers:</b> doc. PaedDr. Jana Lopúchová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex028/22	<b>Course title:</b> Fundamentals of Orthopaedics for Special Educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 3s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 3 hours of teaching per semester (seminar) - combined method Student workload: 3 hours of teaching, 15 hours of literature search, 35 hours of preparation for the final test, A total of 53 hours of student work. Methods of education: interpretation, discussion of the topic, case studies	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student will be assessed by a final assessment in the form of a test at the end of the semester. A score of at least 91 points is required for an A grade, 81 points for a B grade, 71 points for a C grade, 61 points for a D grade and 51 points for an E grade. Credit will not be awarded to a student who scores less than 50 points in the assessment. The rating is awarded on a scale: A (100-91%, excellent - outstanding results) - the student actively participates in the class, participates in solving case studies, acquires theoretical knowledge and can apply it in practice, obtains at least 91 points in the final test B (90-81%, very good - above average standard) - the student engages irregularly in activities during the seminar, acquires theoretical knowledge, but practically can use it only to a limited extent, gets at least 81 points in the final test C (80-73%, good - normal reliable work) - the student passively participates in the seminar, learns only part of the acquired knowledge, scores at least 71 points on the final test D (72-66%, satisfactory - acceptable results) - the student passively participates in the seminar, learns part of the knowledge, has significant problems with its practical application, scores at least 61 points on the final test E (65-60%, sufficient - the results meet the minimum criteria) - the student acquires only a minimum of basic knowledge, does not know how to apply it practically, the final test scores a minimum of 51 points Fx (59-0%, insufficient - extra work required) - student does not acquire sufficient knowledge, receives less than 50 points on the final test	

Weighting of intermediate/final assessment: 100/0 Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> Overview of nosological units, etiology, symptomatology. Therapy options. Transient and permanent consequences and their interference in the pedagogical process. Overview of orthopaedic prosthetics, application of orthopaedic devices and their compensatory effect. By taking the course, the student also develops communication skills, logical reasoning and critical thinking.						
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>• Congenital and acquired disorders of the musculoskeletal system - skeleton, joints and muscles.</li> <li>• Injuries and their consequences (fractures, amputations).</li> <li>• Chest deformities, faulty posture.</li> <li>• Perthes disease.</li> <li>• DMO.</li> <li>• Orthopaedic devices (orthoses, prostheses).</li> </ul>						
<b>Recommended literature:</b> Required reading: KOKAVEC, M. a kol. 2003. Vybrané kapitoly z detskej ortopédie. I.,II. Martin: Osveta, 2003 ISBN 80-806313-9-5 VOJTAŠŠÁK, J. 2006. Ortopédia a traumatológia. Bratislava: SAP, 2006. ISBN 80-091049-5-9 Recommended reading: BROZMANOVÁ, B. a kol. 2010. Aktuality z ortopedickej protetiky. Bratislava: Herba, 2010. ISBN 978-800-91717-7-4 JANKOVSKÝ, J. 2001. Ucelená rehabilitace dětí s tělesným a kombinovaným postižením. Praha: TRITON, 2001. 158 s. ISBN 80 7254 192 7 POUL, J. a kol. 2009. Dětská ortopedie. Praha: Galén, 2009.						
<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 318						
A	ABS	B	C	D	E	FX
72,33	0,0	20,13	4,09	0,31	0,63	2,52
<b>Lecturers:</b> MUDr. Miloslav Smetana, PaedDr. Dorota Smetanová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex028/22	<b>Course title:</b> Fundamentals of Orthopaedics for Special Educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 3s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 3 hours of teaching per semester (seminar) - combined method Student workload: 3 hours of teaching, 15 hours of literature search, 35 hours of preparation for the final test, A total of 53 hours of student work. Methods of education: interpretation, discussion of the topic, case studies	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student will be assessed by a final assessment in the form of a test at the end of the semester. A score of at least 91 points is required for an A grade, 81 points for a B grade, 71 points for a C grade, 61 points for a D grade and 51 points for an E grade. Credit will not be awarded to a student who scores less than 50 points in the assessment. The rating is awarded on a scale: A (100-91%, excellent - outstanding results) - the student actively participates in the class, participates in solving case studies, acquires theoretical knowledge and can apply it in practice, obtains at least 91 points in the final test B (90-81%, very good - above average standard) - the student engages irregularly in activities during the seminar, acquires theoretical knowledge, but practically can use it only to a limited extent, gets at least 81 points in the final test C (80-73%, good - normal reliable work) - the student passively participates in the seminar, learns only part of the acquired knowledge, scores at least 71 points on the final test D (72-66%, satisfactory - acceptable results) - the student passively participates in the seminar, learns part of the knowledge, has significant problems with its practical application, scores at least 61 points on the final test E (65-60%, sufficient - the results meet the minimum criteria) - the student acquires only a minimum of basic knowledge, does not know how to apply it practically, the final test scores a minimum of 51 points Fx (59-0%, insufficient - extra work required) - student does not acquire sufficient knowledge, receives less than 50 points on the final test	

Weighting of intermediate/final assessment: 100/0 Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> Overview of nosological units, etiology, symptomatology. Therapy options. Transient and permanent consequences and their interference in the pedagogical process. Overview of orthopaedic prosthetics, application of orthopaedic devices and their compensatory effect. By taking the course, the student also develops communication skills, logical reasoning and critical thinking.						
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>• Congenital and acquired disorders of the musculoskeletal system - skeleton, joints and muscles.</li> <li>• Injuries and their consequences (fractures, amputations).</li> <li>• Chest deformities, faulty posture.</li> <li>• Perthes disease.</li> <li>• DMO.</li> <li>• Orthopaedic devices (orthoses, prostheses).</li> </ul>						
<b>Recommended literature:</b> Required reading: KOKAVEC, M. a kol. 2003. Vybrané kapitoly z detskej ortopédie. I.,II. Martin: Osveta, 2003 ISBN 80-806313-9-5 VOJTAŠŠÁK, J. 2006. Ortopédia a traumatológia. Bratislava: SAP, 2006. ISBN 80-091049-5-9 Recommended reading: BROZMANOVÁ, B. a kol. 2010. Aktuality z ortopedickej protetiky. Bratislava: Herba, 2010. ISBN 978-800-91717-7-4 JANKOVSKÝ, J. 2001. Ucelená rehabilitace dětí s tělesným a kombinovaným postižením. Praha: TRITON, 2001. 158 s. ISBN 80 7254 192 7 POUL, J. a kol. 2009. Dětská ortopedie. Praha: Galén, 2009.						
<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 318						
A	ABS	B	C	D	E	FX
72,33	0,0	20,13	4,09	0,31	0,63	2,52
<b>Lecturers:</b> Mgr. Barbora Bartolčíčová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex022/22	<b>Course title:</b> Fundamentals of Paediatrics for Special Educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of seminar work preparation; 30 hours of preparation for the final assessment - presentation of the seminar work and discussion. A total of 55 hours of student work. Methods of education: interpretation, discussion, guided self-study, case analysis.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Successful completion of the course requires the elaboration of the topic of the seminar work assigned by the teacher, or case study and subsequent presentation of this work in the form of PowerPoint and discussion with conclusions for pedagogical practice. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 71 points for a grade C, a minimum of 61 points for a grade D and a minimum of 51 points for a grade E. Credit will not be awarded to a student who achieves less than 50 points in the assessment. Rating weight: 100/0 A-Excellent performance, student critically evaluates, knows/possesses basic concepts of pediatrics necessary for a special educator, can apply them to special education practice, actively participates in lectures; B-Excellent performance, student knows/knowns basic concepts, but critical thinking is borderline, engagement in lecture activities is infrequent; C-good performance, student has learned but cannot translate what he/she has learned into practice, activity in lectures is minimal; D-acceptable performance, student has partially learned, unable to apply what he/she has learned in practice, minimally active in lectures; E-minimally acceptable performance, student has learned minimally, cannot apply knowledge to practice, not active in lectures; FX-unacceptable performance, student did not meet the criteria for the assignment. The rating is awarded on a scale:	

<p>A (100-91%, excellent - outstanding results),  B (90-81%, very good - above average standard),  C (80-73%, well - normal reliable work),  D (72-66%, satisfactory - acceptable results),  E (65-60%, sufficient - results meet minimum criteria),  Fx (59-0%, insufficient - extra work required).  Scale of assessment (preliminary/final): 100/0</p>																				
<p><b>Learning outcomes:</b>  The aim of the course is to make the student, a future special educator, aware of possible or necessary adjustments or limitations of the life mode of a sick child or a disabled child, which affect the educational process, the possibilities of interest and professional orientation.  The student develops critical thinking, thinking in context.</p>																				
<p><b>Class syllabus:</b>  Paediatrics (paediatric medicine) is a medical discipline that deals with the developmental period from birth to the age of 18. It monitors the health status of children and adolescents in a state of health and in a state of disease. The prevalence, morbidity, course and prognosis, therapeutic options and mortality of disease processes, or disease processes typical for this age period, are specific to this age period. The specifics of the care needed for the affected child in the family, school or other (collective) institution must be emphasised.  The aim of the course is to learn about the causes and manifestations of diseases and their impact on the educational process of the pupil and other areas of the child's life</p>																				
<p><b>Recommended literature:</b>  Required reading:  SLEZÁKOVÁ, J., HARČARÍKOVÁ . T. 2016. Pediatria pre špeciálnych pedagógov. Bratislava, IRIS, 2016, 210 s. ISBN: 978-80-89726-80-6.  SLEZÁKOVÁ, J. 2013. Inkluzívna edukácia v biomedicínskom kontexte. In: Lechta, V. (ed.) Inkluzívna pedagogika a jej komponenty. Vydavateľstvo Typi Universitatis Tyrnaviensis a VEDA SAV, 2013. s.141-157. ISBN 078-80-8082-704-5  SLEZÁKOVÁ, J. 2005. Pediatria pre špeciálnych a liečebných pedagógov. Bratislava: SEducoS, 2005. ISBN: 80-85757-13-3  Recommended reading:  KOPECKÁ, K., KOPECKÝ, P. 2012. Zdravie a klinika chorôb. Martin: Vydavateľstvo Osveta, 2012. ISBN: 8080632434  CHROMÝ, K., HONZÁK, R., A KOL. 2005. Somatizace a funkční poruchy. Praha: Grada Publishing, 2005. ISBN: 80-247-1473-6  WIEDAMANN, H.-R., KUNZE, K.-J. 1996. Atlas klinických syndrómov pre kliniku a prax. Martin: Vydavateľstvo Osveta, 1996. ISBN 80-217-0516-7</p>																				
<p><b>Languages necessary to complete the course:</b>  Slovak language and Czech language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b>  Total number of evaluated students: 322</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>57,14</td><td>0,0</td><td>17,08</td><td>7,45</td><td>5,28</td><td>8,39</td><td>4,66</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	57,14	0,0	17,08	7,45	5,28	8,39	4,66
A	ABS	B	C	D	E	FX														
57,14	0,0	17,08	7,45	5,28	8,39	4,66														
<p><b>Lecturers:</b> MUDr. Marta Špániková</p>																				

<b>Last change:</b> 11.09.2023
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex022/22	<b>Course title:</b> Fundamentals of Paediatrics for Special Educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of seminar work preparation; 30 hours of preparation for the final assessment - presentation of the seminar work and discussion. A total of 55 hours of student work. Methods of education: interpretation, discussion, guided self-study, case analysis.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Successful completion of the course requires the elaboration of the topic of the seminar work assigned by the teacher, or case study and subsequent presentation of this work in the form of PowerPoint and discussion with conclusions for pedagogical practice. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 71 points for a grade C, a minimum of 61 points for a grade D and a minimum of 51 points for a grade E. Credit will not be awarded to a student who achieves less than 50 points in the assessment. Rating weight: 100/0 A-Excellent performance, student critically evaluates, knows/possesses basic concepts of pediatrics necessary for a special educator, can apply them to special education practice, actively participates in lectures; B-Excellent performance, student knows/knowns basic concepts, but critical thinking is borderline, engagement in lecture activities is infrequent; C-good performance, student has learned but cannot translate what he/she has learned into practice, activity in lectures is minimal; D-acceptable performance, student has partially learned, unable to apply what he/she has learned in practice, minimally active in lectures; E-minimally acceptable performance, student has learned minimally, cannot apply knowledge to practice, not active in lectures; FX-unacceptable performance, student did not meet the criteria for the assignment. The rating is awarded on a scale:	

<p>A (100-91%, excellent - outstanding results),  B (90-81%, very good - above average standard),  C (80-73%, well - normal reliable work),  D (72-66%, satisfactory - acceptable results),  E (65-60%, sufficient - results meet minimum criteria),  Fx (59-0%, insufficient - extra work required).  Scale of assessment (preliminary/final): 100/0</p>						
<p><b>Learning outcomes:</b>  The aim of the course is to make the student, a future special educator, aware of possible or necessary adjustments or limitations of the life mode of a sick child or a disabled child, which affect the educational process, the possibilities of interest and professional orientation.  The student develops critical thinking, thinking in context.</p>						
<p><b>Class syllabus:</b>  Paediatrics (paediatric medicine) is a medical discipline that deals with the developmental period from birth to the age of 18. It monitors the health status of children and adolescents in a state of health and in a state of disease. The prevalence, morbidity, course and prognosis, therapeutic options and mortality of disease processes, or disease processes typical for this age period, are specific to this age period. The specifics of the care needed for the affected child in the family, school or other (collective) institution must be emphasised.  The aim of the course is to learn about the causes and manifestations of diseases and their impact on the educational process of the pupil and other areas of the child's life</p>						
<p><b>Recommended literature:</b>  Required reading:  SLEZÁKOVÁ, J., HARČARÍKOVÁ . T. 2016. Pediatria pre špeciálnych pedagógov. Bratislava, IRIS, 2016, 210 s. ISBN: 978-80-89726-80-6.  SLEZÁKOVÁ, J. 2013. Inkluzívna edukácia v biomedicínskom kontexte. In: Lechta, V. (ed.) Inkluzívna pedagogika a jej komponenty. Vydavateľstvo Typi Universitatis Tyrnaviensis a VEDA SAV, 2013. s.141-157. ISBN 078-80-8082-704-5  SLEZÁKOVÁ, J. 2005. Pediatria pre špeciálnych a liečebných pedagógov. Bratislava: SEducoS, 2005. ISBN: 80-85757-13-3  Recommended reading:  KOPECKÁ, K., KOPECKÝ, P. 2012. Zdravie a klinika chorôb. Martin: Vydavateľstvo Osveta, 2012. ISBN: 8080632434  CHROMÝ, K., HONZÁK, R., A KOL. 2005. Somatizace a funkční poruchy. Praha: Grada Publishing, 2005. ISBN: 80-247-1473-6  WIEDAMANN, H.-R., KUNZE, K.-J. 1996. Atlas klinických syndrómov pre kliniku a prax. Martin: Vydavateľstvo Osveta, 1996. ISBN 80-217-0516-7</p>						
<p><b>Languages necessary to complete the course:</b>  Slovak language and Czech language</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 322</p>						
A	ABS	B	C	D	E	FX
57,14	0,0	17,08	7,45	5,28	8,39	4,66
<p><b>Lecturers:</b> MUDr. Marta Špániková</p>						

<b>Last change:</b> 11.09.2023
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex029/22	<b>Course title:</b> Fundamentals of Psychiatry for Special Educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 3s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 3 hours of teaching per semester (seminar) - combined method Student workload: 3 hours of teaching; 15 hours of literature study; 35 hours of student preparation for the final assessment. A total of 53 hours of student work. Methods of education: interpretation, discussion, guided self-study, case analysis	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Rating weight: 100/0 The course is completed with a written test 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 71 points for a grade C, a minimum of 61 points for a grade D and a minimum of 51 points for a grade E. Credit will not be awarded to a student who achieves less than 50 points in the assessment. A - excellent performance, the student critically evaluates, knows/controls the basic concepts of psychiatry necessary for a special educator, is able to apply them to special education practice, actively participates in lectures; B - excellent performance, student knows/posses basic concepts, but critical thinking is borderline, engagement in lecture activities is infrequent; C - good performance, the student has learned, but cannot translate what he/she has learned into practice, activity in lectures is minimal; D - acceptable performance, student has partially learned, is unable to apply what he/she has learned in practice, is minimally active in lectures; E - minimally acceptable performance, student has learned minimally, cannot apply knowledge to practice, is not active in lectures; Fx - unacceptable performance, the student did not meet the criteria for the assignment. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard),	

C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> The student knows the etiology and symptomatology of mental illness. The student is able to define the course of mental disorders, their treatment and prognosis. The student is familiar with selected psychiatric disorders such as schizophrenia and schizotypal disorders, affective disorders, neurotic and stress-related disorders, eating disorders, mental retardation, and various addictions. The student develops critical thinking, contextual reasoning and communication skills.						
<b>Class syllabus:</b> Etiology and general symptomatology of mental illness. Course, basic treatment and prognosis of selected mental illnesses: organic mental disorders, schizophrenia and schizotypal disorders, affective disorders, neurotic and stress-related disorders, eating disorders. Mental retardation. Adolescent psychiatry and paedopsychiatry. Addictions. The aim of the course is to learn about the causes and manifestations of psychiatric diseases and their impact on the educational process of the pupil.						
<b>Recommended literature:</b> Required reading: HOSÁK, L., HRDLÍČKA, M., LIBIGER, J. 2015. Psychiatrie a pedopsychiatrie. Praha: Univerzita Karlova, Karolinum, 2019. 647 s. ISBN: 978-80-246-2998-8. LESNÝ, I., ŠPITZ, J. 1989. Neurologie a psychiatrie pro speciální pedagogy. Praha: Státní pedagogické nakladatelství, 1989. 229 s. ISBN: 80-04-22922-0. SVOBODA, M., ČEŠKOVÁ, E., KUČEROVÁ, H. 2015. Psychopatologie a psychiatrie pro psychology a speciální pedagogy. Praha: Portál, 2015. 317s. ISBN: 978-80-262-0976-8. Recommended reading: HORT, V. 2000. Dětská a adolescentní psychiatrie. Praha: Portál, 2000. 492 s. ISBN: 80-7178-472-9. MALÁ, E., PAVLOVSKÝ, P. 2005. Psychiatrie. Praha: Grada, 2005. ISBN: 9788073677237. ONDRIÁŠOVÁ, M. 2005. Psychiatria. Martin: Vydavatel'stvo Osveta, 2005. 117 s. ISBN 8080631999.						
<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 319						
A	ABS	B	C	D	E	FX
71,47	0,0	14,73	7,52	0,63	3,13	2,51
<b>Lecturers:</b> doc. MUDr. Igor Škodáček, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex029/22	<b>Course title:</b> Fundamentals of Psychiatry for Special Educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 3s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 3 hours of teaching per semester (seminar) - combined method Student workload: 3 hours of teaching; 15 hours of literature study; 35 hours of student preparation for the final assessment. A total of 53 hours of student work. Methods of education: interpretation, discussion, guided self-study, case analysis	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Rating weight: 100/0 The course is completed with a written test 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 71 points for a grade C, a minimum of 61 points for a grade D and a minimum of 51 points for a grade E. Credit will not be awarded to a student who achieves less than 50 points in the assessment. A - excellent performance, the student critically evaluates, knows/controls the basic concepts of psychiatry necessary for a special educator, is able to apply them to special education practice, actively participates in lectures; B - excellent performance, student knows/posses basic concepts, but critical thinking is borderline, engagement in lecture activities is infrequent; C - good performance, the student has learned, but cannot translate what he/she has learned into practice, activity in lectures is minimal; D - acceptable performance, student has partially learned, is unable to apply what he/she has learned in practice, is minimally active in lectures; E - minimally acceptable performance, student has learned minimally, cannot apply knowledge to practice, is not active in lectures; Fx - unacceptable performance, the student did not meet the criteria for the assignment. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard),	

C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> The student knows the etiology and symptomatology of mental illness. The student is able to define the course of mental disorders, their treatment and prognosis. The student is familiar with selected psychiatric disorders such as schizophrenia and schizotypal disorders, affective disorders, neurotic and stress-related disorders, eating disorders, mental retardation, and various addictions. The student develops critical thinking, contextual reasoning and communication skills.						
<b>Class syllabus:</b> Etiology and general symptomatology of mental illness. Course, basic treatment and prognosis of selected mental illnesses: organic mental disorders, schizophrenia and schizotypal disorders, affective disorders, neurotic and stress-related disorders, eating disorders. Mental retardation. Adolescent psychiatry and paedopsychiatry. Addictions. The aim of the course is to learn about the causes and manifestations of psychiatric diseases and their impact on the educational process of the pupil.						
<b>Recommended literature:</b> Required reading: HOSÁK, L., HRDLIČKA, M., LIBIGER, J. 2015. Psychiatrie a pedopsychiatrie. Praha: Univerzita Karlova, Karolinum, 2019. 647 s. ISBN: 978-80-246-2998-8. LESNÝ, I., ŠPITZ, J. 1989. Neurologie a psychiatrie pro speciální pedagogy. Praha: Státní pedagogické nakladatelství, 1989. 229 s. ISBN: 80-04-22922-0. SVOBODA, M., ČEŠKOVÁ, E., KUČEROVÁ, H. 2015. Psychopatologie a psychiatrie pro psychology a speciální pedagogy. Praha: Portál, 2015. 317s. ISBN: 978-80-262-0976-8. Recommended reading: HORT, V. 2000. Dětská a adolescentní psychiatrie. Praha: Portál, 2000. 492 s. ISBN: 80-7178-472-9. MALÁ, E., PAVLOVSKÝ, P. 2005. Psychiatrie. Praha: Grada, 2005. ISBN: 9788073677237. ONDRIÁŠOVÁ, M. 2005. Psychiatria. Martin: Vydavatel'stvo Osveta, 2005. 117 s. ISBN 8080631999.						
<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 319						
A	ABS	B	C	D	E	FX
71,47	0,0	14,73	7,52	0,63	3,13	2,51
<b>Lecturers:</b> doc. MUDr. Igor Škodáček, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex025/22	<b>Course title:</b> Fundamentals of Speech Therapy for Special Educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student's workload: 5 hours of teaching, 10 hours of self-study, 15 hours of preparation of seminar papers, 25 hours of preparation for the knowledge test. TOTAL: 55 hours of student work. Educational methods: interpretation of the material with continuous application of the theoretical knowledge on practical examples and video demonstrations followed by a discussion on the topic, graphic group processing and presentation of the studied area	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course will be completed with an end-of-semester assessment. The following conditions must be met for successful completion: <ul style="list-style-type: none"> <li>• Seminar paper 1 - preparation of a leaflet on one type of communication disorder (20 points)</li> <li>• Seminar paper 2 - elaboration and presentation of a study on one type of impaired communication skills (20 points)</li> <li>• Knowledge test (60 points)</li> </ul> A minimum score of 60% is required on the final test. The rating is awarded on a scale: A 100 - 95 points = excellent results, the student has mastered the basic terminology and is prepared to interact with speech therapists at an excellent level B 94 - 85 points = above average standard, the student knows the basic terminology and is prepared for mutual cooperation with speech therapists at a very good level C 84 - 75 points = normal reliable cooperation, the student knows the basic terminology and is prepared to cooperate with speech therapists at a good level D 74 - 65 points = acceptable results, the student knows the basic terminology and is prepared to interact with speech therapists at a sufficient level E 64 - 60 points = the results meet the minimum criteria, the student has partially mastered the terminology, but it may not be sufficient for effective cooperation with speech therapists in practice Fx less than 60 points = extra work required, student has not mastered basic terminology For successful completion of the course it is necessary to obtain at least 60% of the points.	

Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> The student will gain basic information about speech therapy as a discipline and profession. The student will learn basic speech therapy terminology. Upon successful completion, the student will have an overview of the various stages in speech development and will gain information about the etiology, classification, and symptomatology of the most common types of impaired communication skills in early childhood, preschool, and school-age children. The acquired knowledge is crucial for effective cooperation of special educators and speech therapists in practice. The student will also improve presentation skills and learn to interpret and critically evaluate research and clinical studies, which can then be applied to other areas of his/her studies.						
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>• speech therapy as a discipline and profession</li> <li>• impaired communication skills</li> <li>• speech development in early childhood, preschool and younger school age</li> <li>• specific features of speech development in bilingual population</li> <li>• developmental language disorder</li> <li>• articulatory and phonological disorder</li> <li>• dyslexia (specific learning disabilities)</li> <li>• disorders of speech fluency (stammering and slurring)</li> <li>• voice disorders in the paediatric population</li> </ul> The student will acquire knowledge of speech therapy as a related discipline, which will serve for orientation assessment of the child's development in relation to other developmental areas, will allow early identification of children with impaired communication skills in the care of a special educator.						
<b>Recommended literature:</b> Required reading: Kerekrétiová, A. a kol. Logopedická propedeutika. 2.vydanie. Bratislava: UK, 2020. Kerekrétiová, A. a kol. Logopédia. 2 vydanie. Bratislava: UK, 2020. Recommended reading: Kapalková, S. a kol. 2010. Hodnotenie komunikačných schopností detí v ranom veku. Bratislava: MABAG, 2010. Hornáková, K. a kol. 2005. Kniha o detskej reči. Bratislava: Slniečko, 2005. Mikulajová, M. a kol. 2012. Čítanie, písanie a dyslexia. Bratislava: SAL, 2012.						
<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 243						
A	ABS	B	C	D	E	FX
33,33	0,0	25,93	19,34	6,58	6,58	8,23
<b>Lecturers:</b> Mgr. Katarína Metesová						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex008/22	<b>Course title:</b> Fundamentals of art education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 25 hours of preparation of practical outputs and student presentations; 20 hours of preparation for final student evaluations TOTAL: 50 hours of student work. Learning methods: Predominance of practical methods, graphic and artistic activities, monological methods in the form of interpretation and lecture, dialogical methods in the form of conversation and discussion, art and design work as practical methods, self-study through e-learning, realization of artistic techniques according to the assignment, demonstration of objects and activities, copy, paraphrase, when the student realizes the work according to the patterns or is inspired and uses stylization, other specific methods, we realize art activities of mixed type	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student is continuously evaluated for active participation and also for active involvement in lectures, responding to questions, adequate answers. The student is evaluated verbally or receives points. The student is evaluated for ongoing supplementary assignments to the current topic given by the instructor. The student is assessed on the presentation, its content and the formality of the assignment. The student will be evaluated on an ongoing basis for active participation in seminars (30%) and on an ongoing basis for papers in artistic expression (70%). A minimum of 91 points is required for an A grade, a minimum of 81 points is required for a B grade, a minimum of 73 points is required for a C grade, a minimum of 66 points is required for a D grade, and a minimum of 60 points is required for an E grade. Credit will not be awarded to a student who scores less than 59 points. A - the student approaches activities and assignments responsibly and creatively, enriches them with new ideas and knowledge, expresses his/her own opinions, expresses himself/herself, is active, develops his/her expression and reflects independently, is critical and objective, is original in his/her work;	

B - the student approaches activities and assignments responsibly, tries to be creative, sporadically enriches the teaching with his/her own opinions, the student is less original, draws on preconceptions, is less interested in new trends;

C - student shows adequate interest, full of duties as assigned, not in addition, does not show much creativity or originality, student answers questions simply, does not deepen or develop his/her answers, takes a rather neutral, passive position, does not apply knowledge sufficiently in implementations;

D - in his/her activities and in completing the assignments, the student fulfils the teacher's expectations only to a certain extent, the student completes the assignment, "does what he/she has to do", the results are not of sufficient quality, the student does not try to give a higher performance, there is no critical thinking or use of knowledge in practice;

E -, the student performs his/her duties to the lowest possible degree, performs his/her duties minimally, is passive, inactive, shows no interest, is apathetic, does the minimum to complete and conclude the course;

Fx - the student does not meet the requirements and expectations of the instructor, does not meet the conditions for satisfactory completion of the course.

The grade is given 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).

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

After successful completion of the course, the student should acquire basic theoretical knowledge, concepts related to art education. The student should understand the principles of creation in the visual arts, should be able to capture simple expressions of creation. Theoretically, the student knows the basic art techniques, their division and procedures. The student knows the basic art materials, tools and aids.

The student knows the content and procedural aspects of the individual procedures of realization of art techniques.

The seminar also pursues the development of students' practical skills and creativity in artistic expression in techniques that can be applied in art activities with intact, with children and students with special educational needs. The student practically masters individual procedures, can independently implement basic art techniques.

The student develops his/her communication and organizational skills, abstract and creative thinking, motivation. Through the course, the student can gain/acquire knowledge and practical experience for working with intact and later apply this knowledge when working with individuals with special educational needs.

The student will be able to apply the knowledge in further study of related subjects focused on art with children with special educational needs.

The student acquires skills that can later be applied in assisting, counseling, or educational activities in a variety of organizational units.

### **Class syllabus:**

Creativity in art education and education for creativity. Theoretical information on the laws of drawing, printmaking, painting, modelling and colour theory. Surface and spatial techniques. Techniques of drawing, painting, printmaking. Auxiliary methods and methodology in drawing,



printmaking, painting and modelling. Artistic techniques and materials in the various fields of art. Means of artistic expression - point, line, light, shadow, penumbra, shape, colour, space, (composition, contrast...). Expression through hatching, depicting perspective.

The content of the course is practical. The lectures are conducted in such a way that the student is visually familiar with the working procedures of the various artistic techniques. At the same time, he/she implements them himself/herself according to the presentation or demonstrations. The student consults with the teacher during and after their implementation. In this way, the student learns and improves directly from his/her own work or the work of his/her classmates. The student focuses on the technique and its correct application and use. The subject matter is liberated, that is, he chooses the subject matter himself, at his own discretion. Preference is given to themes of a decorative nature, experimentation and themes of a discovery nature. At the same time, the techniques and their discovery are brought closer to the students in the form of discovering these techniques, in the form of experiments and discovering what each technique offers and how it can be varied, otherwise combined. This method is intended to arouse interest, creativity and motivation in the student, while eliminating fear and apprehension about artistic expression.

#### **Recommended literature:**

Compulsory/Recommended readings:

MINICHOVÁ, L. 2018. Riadená a voľná kresba detí v predškolskom veku. In: Ars et Educatio IV. 1. vyd. Ružomberok (Slovensko) : Katolícka univerzita v Ružomberku, VERBUM, vydavateľstvo KU, 2018. ISBN 978-80-561-0581-8, s. 59-65

MINICHOVÁ, L. 2019. Prejavy tvorivosti v kresbe detí predškolského veku-

In: Výtvarná edukácia v premenách času. 1 vyd. Banská Bystrica (Slovensko) : Univerzita Mateja Bela v Banskej Bystrici, Pedagogická fakulta, 2019. ISBN 978-80-557-1553-7, s. 89-98

MINICHOVÁ, L. 2020. Kresba ako prostriedok tvorivého sebvýjadrenia dieťaťa v predškolskom veku. In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. 1. vyd. Prešov (Slovensko) : Prešovská univerzita v Prešove. Vydavateľstvo Prešovskej univerzity, 2020. ISBN 978-80-555-2591-4, s. 363-375

Recommended readings:

ROESELLOVÁ, V. 1996, Techniky ve výtvarné výchově. Praha: SARAH, 1996. 243 s. ISBN 80-902267-1-X

SMITH, R. 2013. Encyklopedie výtvarných technik a materiálů. Slovart, s.r.o., 2013. 384 s. ISBN 978-80-7391-482-0

Nepovinná literatúra

BEAN, R. 1995. Jak rozvíjet tvořivost dítěte. Praha: Portál, 1995. s. 86. ISBN 80-7178-035-9

GREGUŠOVÁ, Hedviga. 2002. Kresba a jej význam v diagnostike mentálne postihnutých jednotlivcov. In Efeta -otvor sa. Martin: Osveta, 2002.

GREGUŠOVÁ, H. 2010. Špecifiká edukácie výtvarnej výchovy. In: VANČOVÁ, Alica a kol.: Edukácia mentálne postihnutých. Bratislava: Iris, 2010. ISBN 978-80-89256-53-2.

MINICHOVÁ, Lucia. 2020. Tvorivé vyjadrovanie dieťaťa v kresbe, možnosti podnecovania alebo obmedzovania tvorivosti. In: Paedagogica specialis. 1. vyd. – Bratislava (Slovensko) : Univerzita Komenského v Bratislave, 2020. – ISBN 978-80-223-5049-5, s. 251-260

ROESELLOVÁ, V. 1997, Řady a projekty ve výtvarné výchově. Praha: SARAH, 1997. 224 s. ISBN 80-902267-2-8

#### **Languages necessary to complete the course:**

Slovak, English and Czech language

#### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 338						
A	ABS	B	C	D	E	FX
78,99	0,0	6,8	5,03	3,85	2,96	2,37
<b>Lecturers:</b> Mgr. Kristína Ondrašínová						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex075/22	<b>Course title:</b> Fundamentals of art therapy for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 20 hours of preparation for the student's assignment and presentation, 10 hours of preparation for the student's interim evaluations, 15 hours of preparation for the student's final evaluations. A total of 50 hours of student work. Methods of delivering educational content: Monological methods in the form of interpretation and lecture, dialogical methods in the form of interview and discussion, self-study through e-learning, artistic methods, implementation of artistic techniques according to the assignment - creation of art therapy exercises, use of presentations and various material from practice (tests, drawings, photo documentation), descriptions and characterization of activities, other specific methods	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student will be evaluated continuously for active participation in seminars (30%) and for the preparation and presentation of a seminar paper (70%) on an ongoing basis. At least 91 points are required for an A grade, at least 81 points for 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. Credit will not be awarded to a student who scores less than 59 points on the assessment. Grades are awarded on a scale: A (100-91%, excellent - outstanding results), the student approaches activities and assignments responsibly and creatively, enriches them with new ideas, knowledge, expresses his/her own opinions, expresses himself/herself on the subject, is active, develops his/her expression and thinks independently, is critical and objective, is original in his/her work B (90-81%, very good - above average standard), the student approaches activities and assignments responsibly, tries to be creative, sporadically enriches the learning with his/her own opinions, the student is less original, based on preconceptions, less interested in new trends C (80-73%, good - normal reliable work), student shows reasonable interest, fulfills responsibilities as assigned, not in addition, does not show much creativity or originality, student answers questions	

simply, does not deepen or develop his/her answers, takes more of a neutral, passive position, does not apply knowledge sufficiently in implementations

D (72-66%, satisfactory - acceptable results), in his/her activities and in completing assignments, the student meets the teacher's expectations only to a certain extent, the student completes the assignment, "does what he/she has to do", the results are not of sufficient quality, the student does not try to perform at a higher level, there is no critical thinking or application of knowledge in practice

E (65-60%, sufficient - results meet the minimum criteria), the student performs at the lowest possible level, performs his/her duties minimally, is passive, inactive, shows no interest, is apathetic, does the minimum to complete and conclude the course

Fx (59-0%, insufficient - extra work required), student does not meet the requirements and expectations of the instructor, does not meet the conditions for satisfactory completion of the course  
Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

After successful completion of the course, the student should acquire basic theoretical knowledge, concepts related to art therapy. The student should understand art therapy in a broader and narrower sense, should know the phases of therapeutic action and also get acquainted with the methods, techniques and forms of implementation of art therapy exercises with children (pupils) with different types of disabilities, disorders and threats. The student will be able to recognize some pathological features in the drawing of children and interpret them. Theoretically, the student should know basic art techniques, at least at such a level that he/she can apply them appropriately in art therapy exercises and work with them in art therapy in different ways. The student knows the basic content and procedural aspects of the various art techniques.

The seminar also pursues the development of students' practical skills and creativity. The student develops his/her communication skills, creativity and motivation. Through the course the student can acquire knowledge and practical experience for working with children (pupils) with different kinds of disabilities, disorders and threats in the field of art therapy. The student will be able to apply the knowledge in further study of related subjects. Students will acquire basic theoretical knowledge and practical skills in the subject in order to use them in the context of working in special schools and institutions.

### **Class syllabus:**

Art therapy - concept and definition of art therapy in special education. Content, tasks and goals of art therapy for special educators. Art therapy in a broader and narrower sense. Phases of therapeutic action. Methods, techniques and forms of implementation of art therapy exercises with marginal groups of children with different types of disabilities, disorders and threats. Pathological features of children's drawings and their interpretation.

The content of the course is theoretical and practical. The lectures are conducted in such a way that the student is not only theoretically but also practically acquainted with therapeutic practices through art making and various art therapy exercises that use art techniques to fulfill the objectives. Art techniques and materials in the various areas of art making.

### **Recommended literature:**

Compulsory readings:

GREGUŠOVÁ, H. a kol., 2011. Arteterapia v špeciálnej pedagogike. Teória a prax. Bratislava: Iris, 2011. 329 s. ISBN 978-80-89238-52-1.

ŠICKOVÁ, J., 2002. Základy arteterapie. Praha: Portál, 2002.

Recommended readings:

GREGUŠOVÁ, H., 2001. IKT v edukácii a arteterapii viacnásobne postihnutých osôb. In Informácie ZPMP v SR.-č.44/45. 2001.

GREGUŠOVÁ, H., 2004. Príspevok k arteterapii psychosociálne narušených jednotlivcov In Niektoré aktuálne problémy z pedagogiky psychosociálne narušených. Bratislava: Sapientia, 2004. - S. 153-164. - ISBN 80-969112-3-6.  
 ŠICKOVÁ, J., 2006. Arteterapia – ú(zá)žitkové umenie. Bratislava: Petrus, 2006.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 214

A	ABS	B	C	D	E	FX
86,92	0,0	7,94	3,74	0,0	0,0	1,4

**Lecturers:** PhDr. Jozef Štefan, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex075/22	<b>Course title:</b> Fundamentals of art therapy for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 20 hours of preparation for the student's assignment and presentation, 10 hours of preparation for the student's interim evaluations, 15 hours of preparation for the student's final evaluations. A total of 50 hours of student work. Methods of delivering educational content: Monological methods in the form of interpretation and lecture, dialogical methods in the form of interview and discussion, self-study through e-learning, artistic methods, implementation of artistic techniques according to the assignment - creation of art therapy exercises, use of presentations and various material from practice (tests, drawings, photo documentation), descriptions and characterization of activities, other specific methods	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student will be evaluated continuously for active participation in seminars (30%) and for the preparation and presentation of a seminar paper (70%) on an ongoing basis. At least 91 points are required for an A grade, at least 81 points for 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. Credit will not be awarded to a student who scores less than 59 points on the assessment. Grades are awarded on a scale: A (100-91%, excellent - outstanding results), the student approaches activities and assignments responsibly and creatively, enriches them with new ideas, knowledge, expresses his/her own opinions, expresses himself/herself on the subject, is active, develops his/her expression and thinks independently, is critical and objective, is original in his/her work B (90-81%, very good - above average standard), the student approaches activities and assignments responsibly, tries to be creative, sporadically enriches the learning with his/her own opinions, the student is less original, based on preconceptions, less interested in new trends C (80-73%, good - normal reliable work), student shows reasonable interest, fulfills responsibilities as assigned, not in addition, does not show much creativity or originality, student answers questions	

simply, does not deepen or develop his/her answers, takes more of a neutral, passive position, does not apply knowledge sufficiently in implementations

D (72-66%, satisfactory - acceptable results), in his/her activities and in completing assignments, the student meets the teacher's expectations only to a certain extent, the student completes the assignment, "does what he/she has to do", the results are not of sufficient quality, the student does not try to perform at a higher level, there is no critical thinking or application of knowledge in practice

E (65-60%, sufficient - results meet the minimum criteria), the student performs at the lowest possible level, performs his/her duties minimally, is passive, inactive, shows no interest, is apathetic, does the minimum to complete and conclude the course

Fx (59-0%, insufficient - extra work required), student does not meet the requirements and expectations of the instructor, does not meet the conditions for satisfactory completion of the course  
Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

After successful completion of the course, the student should acquire basic theoretical knowledge, concepts related to art therapy. The student should understand art therapy in a broader and narrower sense, should know the phases of therapeutic action and also get acquainted with the methods, techniques and forms of implementation of art therapy exercises with children (pupils) with different types of disabilities, disorders and threats. The student will be able to recognize some pathological features in the drawing of children and interpret them. Theoretically, the student should know basic art techniques, at least at such a level that he/she can apply them appropriately in art therapy exercises and work with them in art therapy in different ways. The student knows the basic content and procedural aspects of the various art techniques.

The seminar also pursues the development of students' practical skills and creativity. The student develops his/her communication skills, creativity and motivation. Through the course the student can acquire knowledge and practical experience for working with children (pupils) with different kinds of disabilities, disorders and threats in the field of art therapy. The student will be able to apply the knowledge in further study of related subjects. Students will acquire basic theoretical knowledge and practical skills in the subject in order to use them in the context of working in special schools and institutions.

### **Class syllabus:**

Art therapy - concept and definition of art therapy in special education. Content, tasks and goals of art therapy for special educators. Art therapy in a broader and narrower sense. Phases of therapeutic action. Methods, techniques and forms of implementation of art therapy exercises with marginal groups of children with different types of disabilities, disorders and threats. Pathological features of children's drawings and their interpretation.

The content of the course is theoretical and practical. The lectures are conducted in such a way that the student is not only theoretically but also practically acquainted with therapeutic practices through art making and various art therapy exercises that use art techniques to fulfill the objectives. Art techniques and materials in the various areas of art making.

### **Recommended literature:**

Compulsory readings:

GREGUŠOVÁ, H. a kol., 2011. Arteterapia v špeciálnej pedagogike. Teória a prax. Bratislava: Iris, 2011. 329 s. ISBN 978-80-89238-52-1.

ŠICKOVÁ, J., 2002. Základy arteterapie. Praha: Portál, 2002.

Recommended readings:

GREGUŠOVÁ, H., 2001. IKT v edukácii a arteterapii viacnásobne postihnutých osôb. In Informácie ZPMP v SR.-č.44/45. 2001.

GREGUŠOVÁ, H., 2004. Príspevok k arteterapii psychosociálne narušených jednotlivcov In Niektoré aktuálne problémy z pedagogiky psychosociálne narušených. Bratislava: Sapientia, 2004. - S. 153-164. - ISBN 80-969112-3-6.  
 ŠICKOVÁ, J., 2006. Arteterapia – ú(zá)žitkové umenie. Bratislava: Petrus, 2006.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 214

A	ABS	B	C	D	E	FX
86,92	0,0	7,94	3,74	0,0	0,0	1,4

**Lecturers:** Mgr. Zuzana Ťulák Krčmáriková, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex078/22	<b>Course title:</b> Fundamentals of bibliotherapy for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of preparation for the interim assessment; 30 hours of preparation for the final assessment. TOTAL: 50 hours of student work. Teaching methods: Interpretation of the material, small group work, cooperative learning, e-learning, problem solving, dramatization, creative writing.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students will have sub-assignments throughout the semester in which the student may earn a total of 30 points. In the final assessment in the form of a term paper, the student may earn 70 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. Credit will not be awarded to a student who receives less than 15 points on the continuous assessment. A minimum of 60% of the marks is required to pass the course. A - excellent performance, the student has excellent knowledge of bibliotherapy and can transfer it into practice; B - excellent performance, the student has excellent knowledge of bibliotherapy and can transfer it into practice; C - good performance, the student has knowledge of bibliotherapy but has difficulty transferring it into practice; D - satisfactory, the student has basic knowledge of bibliotherapy but cannot transfer it into practice; E - the student has minimal knowledge of bibliotherapy and cannot transfer it into practice; Fx - the student has no knowledge of bibliotherapy and cannot transfer it into practice; The grade is awarded on a scale: A (100-91%, excellent - excellent 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). Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> Students will acquire appropriate theoretical and practical skills in working with text. They will learn to plan, prepare and implement bibliotherapy units for individuals with disabilities and disruptions. They will be able to apply stimulating programmes of bibliotherapy and creative writing in special education practice.						
<b>Class syllabus:</b> Subject and aim of bibliotherapy. Historical context in bibliotherapy. Characteristics of bibliotherapeutic intervention. Comparison of bibliotherapeutic approaches. Abstraction and imagination in individuals with disabilities. Usability of bibliotherapy in special education. Techniques of bibliotherapy. Bibliotherapy as a communication channel in individuals with disabilities. Selecting literature for bibliotherapy in individuals with disabilities, Preparing for bibliotherapeutic intervention. Creative writing.						
<b>Recommended literature:</b> Compulsory/Recommended readings: HARČARÍKOVÁ, T. 2011. Biblioterapia v špeciálnej pedagogike. In: Gregušová, Hedviga. Arteterapia v špeciálnej pedagogike. Bratislava: IRIS, 2011. ISBN 978-80-89238-52-1. PALENČÁROVÁ, J. 2003. Učíme slovenčinu komunikačne a zážitkovo. Bratislava: SPN, 2003. ISBN 80-10-00328-X. PILARČÍKOVÁ- HÝBLOVÁ, S. 1997. Biblioterapia. Liptovský Mikuláš: Liptovský Mikuláš, 1997. ISBN, 8096787543.						
<b>Languages necessary to complete the course:</b> Slovak language, Czech language.						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Terézia Harčaríková, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex078/22	<b>Course title:</b> Fundamentals of bibliotherapy for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of preparation for the interim assessment; 30 hours of preparation for the final assessment. TOTAL: 50 hours of student work. Teaching methods: Interpretation of the material, small group work, cooperative learning, e-learning, problem solving, dramatization, creative writing.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students will have sub-assignments throughout the semester in which the student may earn a total of 30 points. In the final assessment in the form of a term paper, the student may earn 70 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. Credit will not be awarded to a student who receives less than 15 points on the continuous assessment. A minimum of 60% of the marks is required to pass the course. A - excellent performance, the student has excellent knowledge of bibliotherapy and can transfer it into practice; B - excellent performance, the student has excellent knowledge of bibliotherapy and can transfer it into practice; C - good performance, the student has knowledge of bibliotherapy but has difficulty transferring it into practice; D - satisfactory, the student has basic knowledge of bibliotherapy but cannot transfer it into practice; E - the student has minimal knowledge of bibliotherapy and cannot transfer it into practice; Fx - the student has no knowledge of bibliotherapy and cannot transfer it into practice; The grade is awarded on a scale: A (100-91%, excellent - excellent 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). Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> Students will acquire appropriate theoretical and practical skills in working with text. They will learn to plan, prepare and implement bibliotherapy units for individuals with disabilities and disruptions. They will be able to apply stimulating programmes of bibliotherapy and creative writing in special education practice.						
<b>Class syllabus:</b> Subject and aim of bibliotherapy. Historical context in bibliotherapy. Characteristics of bibliotherapeutic intervention. Comparison of bibliotherapeutic approaches. Abstraction and imagination in individuals with disabilities. Usability of bibliotherapy in special education. Techniques of bibliotherapy. Bibliotherapy as a communication channel in individuals with disabilities. Selecting literature for bibliotherapy in individuals with disabilities, Preparing for bibliotherapeutic intervention. Creative writing.						
<b>Recommended literature:</b> Compulsory/Recommended readings: HARČARÍKOVÁ, T. 2011. Biblioterapia v špeciálnej pedagogike. In: Gregušová, Hedviga. Arteterapia v špeciálnej pedagogike. Bratislava: IRIS, 2011. ISBN 978-80-89238-52-1. PALENČÁROVÁ, J. 2003. Učíme slovenčinu komunikačne a zážitkovo. Bratislava: SPN, 2003. ISBN 80-10-00328-X. PILARČÍKOVÁ- HÝBLOVÁ, S. 1997. Biblioterapia. Liptovský Mikuláš: Liptovský Mikuláš, 1997. ISBN, 8096787543.						
<b>Languages necessary to complete the course:</b> Slovak language, Czech language.						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Terézia Harčaríková, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex077/22	<b>Course title:</b> Fundamentals of drama therapy for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 25 hours of preparation for the final test, 20 hours of drama therapy program processing. Total: 50 hours of student work. Training methods: Experiential, activating methods (non-verbal games and exercises, improvisation, role-plays), discussion of the topic discussed, small group work - creation of dramatherapy sessions and programmes.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of interim/final assessment: 100/0 The continuous assessment includes active participation in lectures and exercises, for which the student can receive a maximum of 30 points, for the creation and presentation of a drama therapy programme the student can receive a maximum of 30 points and for the final test a maximum of 40 points. For successful completion of the course, a minimum of 60% of the points must be obtained. The grade is awarded on a scale of: A 100-91%, excellent - outstanding. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the scores (percentage) of the intermediate tasks, corresponds to an A grade. Note: The score or percentage on the interim assignments reflects the degree to which the student's performance on the interim assignment is consistent with the established criteria published in the assignment for each assignment. The didactic test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge acquired. Both the test and the intermediate tasks are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the knowledge test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in	

terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a B grade.

C 80-73%, good - normal reliable work. The student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilized) in the knowledge test that, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a grade of C.

D 72-66%, satisfactory - acceptable performance. In the knowledge test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a grade D.

E 65-60%, sufficient. In the knowledge test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to an E.

Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

To gain a comprehensive picture of the possibilities of applying drama therapy in supporting children's development, behaviour, learning and health.

To become familiar with the possibilities of applying drama therapy to people with disabilities - methods, techniques and approaches - non-verbal games and exercises, dramatic play, improvisation, role plays, dance drama, puppet theatre, sociodramatic games.

Through experiential learning to analyse situations in drama therapy, model interventions for children and adults.

Summarization of knowledge in drama therapy, diagnosis and analysis of the client's situation, creation of sessions, model solution of drama therapy intervention.

Acquire basic skills in creating drama programs in special education.

### **Class syllabus:**

Definition of the term drama therapy, history, theoretical background, meaning and goals. Models, forms, approaches, methods and means of drama therapy. Developmental stages of dramatic play. Diagnostics and research in drama therapy. The role of the educator. Structure and content of drama therapy sessions, programs and projects for children, youth and adults - meaning, stages, phases, indications. Research project in drama therapy.

Dramatherapy programs for individuals with disabilities - choice of methods and approaches depending on age, developmental and symptomatological indicators. Types and focus of programmes. Dramatherapy for clients with disabilities, threats, disruptions, developmental delays. Application of drama therapy in the educational process.

### **Recommended literature:**

Compulsory readings:

JENNINGS, S. 2014. Úvod do dramatoterapie. Divadlo a léčba. Ariadnina nit. Nakladatelství Jalna, 2014.

MAJZLANOVÁ, K., ŠKOVIERA, A., FUDALY, P., 2014. Špeciálna dramatická výchova v sociálnej a špeciálnej pedagogike. Bratislava: Humanitas. 2014.

MAJZLANOVÁ, K. 2021. Dramatoterapia – teória, výskum, prax. Bratislava: Iris. 2021.

Recommended readings:

KOVÁČOVÁ, B. 2011. Vývinovo orientovaná dramatoterapia vo výchove a včasnej intervencii. Bratislava: Muzica Liturgica. 2011.

KOVALČÍKOVÁ, I. - MAJZLANOVÁ, K. - PAVLOVSKA, - M. PELÁN, J. 2003. Variácie podôb výchovnej dramatiky. Prešov: Vzdelávacia nadácia J. Husa. 2003.

MACHKOVÁ, E. a kol. 2013. Projekty dramatické výchovy pro starší školní věk. Praha: Portál. 2013.

MAJZLANOVÁ, K. Uplatnenie expresívnych terapeutických prístupov u detí so špeciálnymi edukačnými potrebami. 2018. In: HARČARÍKOVÁ, T. - LOPÚCHOVÁ, J. (eds). Teória a praxeológia výchovnej a komplexnej rehabilitácie. Zborník vedeckých výsledkov. UK Bratislava. Brno: MSP.

MAJZLANOVÁ, K. a kol. 2014. Súčasná dramaterapia – prístupy, výzvy. Bratislava: Z-F Lingua.

MAJZLANOVÁ, K. 2004. Dramaterapia v liečebnej pedagogike. Bratislava: Iris. 2004.

PAJDLHAUSEROVÁ, E., - MAJZLANOVÁ, K. 2011. Tvorivá dramatika v edukačnom procese. 2011. Bratislava: Univerzita Komenského.

STREDL, T. 2012. dramaterapia a jej socializačné možnosti. Komárno: Univerzita Selyeho.

VALENTA, Milan – MÜLLER, Oldřich - POLÍNEK, Martin, D. 2010. Dramaterapie v institucionální výchově. Olomouc: Universita Palackého.

VALENTA, M. 2001. Dramaterapie. Praha: Portál.

VALENTA, M. 2002. Projektování v dramaterapii. Praha: Portál. 2002.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:**

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex077/22	<b>Course title:</b> Fundamentals of drama therapy for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 25 hours of preparation for the final test, 20 hours of drama therapy program processing. Total: 50 hours of student work. Training methods: Experiential, activating methods (non-verbal games and exercises, improvisation, role-plays), discussion of the topic discussed, small group work - creation of dramatherapy sessions and programmes.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Weighting of interim/final assessment: 100/0 The continuous assessment includes active participation in lectures and exercises, for which the student can receive a maximum of 30 points, for the creation and presentation of a drama therapy programme the student can receive a maximum of 30 points and for the final test a maximum of 40 points. For successful completion of the course, a minimum of 60% of the points must be obtained. The grade is awarded on a scale of: A 100-91%, excellent - outstanding. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the scores (percentage) of the intermediate tasks, corresponds to an A grade. Note: The score or percentage on the interim assignments reflects the degree to which the student's performance on the interim assignment is consistent with the established criteria published in the assignment for each assignment. The didactic test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge acquired. Both the test and the intermediate tasks are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the knowledge test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in	



terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a B grade.

C 80-73%, good - normal reliable work. The student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilized) in the knowledge test that, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a grade of C.

D 72-66%, satisfactory - acceptable performance. In the knowledge test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a grade D.

E 65-60%, sufficient. In the knowledge test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to an E.

Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

To gain a comprehensive picture of the possibilities of applying drama therapy in supporting children's development, behaviour, learning and health.

To become familiar with the possibilities of applying drama therapy to people with disabilities - methods, techniques and approaches - non-verbal games and exercises, dramatic play, improvisation, role plays, dance drama, puppet theatre, sociodramatic games.

Through experiential learning to analyse situations in drama therapy, model interventions for children and adults.

Summarization of knowledge in drama therapy, diagnosis and analysis of the client's situation, creation of sessions, model solution of drama therapy intervention.

Acquire basic skills in creating drama programs in special education.

### **Class syllabus:**

Definition of the term drama therapy, history, theoretical background, meaning and goals. Models, forms, approaches, methods and means of drama therapy. Developmental stages of dramatic play. Diagnostics and research in drama therapy. The role of the educator. Structure and content of drama therapy sessions, programs and projects for children, youth and adults - meaning, stages, phases, indications. Research project in drama therapy.

Dramatherapy programs for individuals with disabilities - choice of methods and approaches depending on age, developmental and symptomatological indicators. Types and focus of programmes. Dramatherapy for clients with disabilities, threats, disruptions, developmental delays. Application of drama therapy in the educational process.

### **Recommended literature:**

Compulsory readings:

JENNINGS, S. 2014. Úvod do dramatoterapie. Divadlo a léčba. Ariadnina nit. Nakladatelství Jalna, 2014.

MAJZLANOVÁ, K., ŠKOVIERA, A., FUDALY, P., 2014. Špeciálna dramatická výchova v sociálnej a špeciálnej pedagogike. Bratislava: Humanitas. 2014.

MAJZLANOVÁ, K. 2021. Dramatoterapia – teória, výskum, prax. Bratislava: Iris. 2021.

Recommended readings:

KOVÁČOVÁ, B. 2011. Vývinovo orientovaná dramatoterapia vo výchove a včasnej intervencii. Bratislava: Muzica Liturgica. 2011.

KOVALČÍKOVÁ, I. - MAJZLANOVÁ, K. - PAVLOVSKA, - M. PELÁN, J. 2003. Variácie podôb výchovnej dramatiky. Prešov: Vzdelávacia nadácia J. Husa. 2003.

MACHKOVÁ, E. a kol. 2013. Projekty dramatické výchovy pro starší školní věk. Praha: Portál. 2013.

MAJZLANOVÁ, K. Uplatnenie expresívnych terapeutických prístupov u detí so špeciálnymi edukačnými potrebami. 2018. In: HARČARÍKOVÁ, T. - LOPÚCHOVÁ, J. (eds). Teória a praxeológia výchovnej a komplexnej rehabilitácie. Zborník vedeckých výsledkov. UK Bratislava. Brno: MSP.

MAJZLANOVÁ, K. a kol. 2014. Súčasná dramaterapia – prístupy, výzvy. Bratislava: Z-F Lingua.

MAJZLANOVÁ, K. 2004. Dramaterapia v liečebnej pedagogike. Bratislava: Iris. 2004.

PAJDLHAUSEROVÁ, E. - MAJZLANOVÁ, K. 2011. Tvorivá dramatika v edukačnom procese. 2011. Bratislava: Univerzita Komenského.

STREDL, T. 2012. dramaterapia a jej socializačné možnosti. Komárno: Univerzita Selyeho.

VALENTA, Milan – MÜLLER, Oldřich - POLÍNEK, Martin, D. 2010. Dramaterapie v institucionální výchově. Olomouc: Universita Palackého.

VALENTA, M. 2001. Dramaterapie. Praha: Portál.

VALENTA, M. 2002. Projektování v dramaterapii. Praha: Portál. 2002.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:**

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex080/22	<b>Course title:</b> Fundamentals of movement therapy for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 15 hours of author activity proposal, 30 hours of self-study in preparation for the final assessment. A total of 50 hours of student work. Educational Methods: Discussion of the topic covered; small group work; problem solving exercises, interactive learning (role-playing).	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The following will be implemented during the semester: - Intermediate test (80 points) - a proposal for an author's activity (20 points). At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 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 points = excellent - outstanding B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = satisfactory - results meet the minimum criteria Fx less than 60 points = insufficient - extra work required Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student will receive basic information about the therapeutic discipline its theoretical outline, practical demonstrations of basic techniques, experience on himself through experiential activities. Providing orientation to the subject, encouraging professional collaboration with the therapeutic educator and pointing out opportunities for further study in this field. The course provides inspiration for the use of some movement games and techniques in the student's future practice.	

Transferable competencies: develop creativity and abstract thinking skills, reasoning in context.						
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- movement - motorics - psychomotorics: basic terminological excursus</li> <li>- nonverbalism - importance of nonverbal expression in movement, paralinguistics, nonverbal expressions</li> <li>- psychomotor therapy - terminological definition, history of the term, psychomotor therapy in other countries</li> <li>- possibilities of action - prevention, counselling, diagnosis, intervention</li> <li>- psychomotor therapy and age - intrauterine period, early age, preschool age, school age, puberty, adolescence, adulthood, senium</li> <li>- psychomotor therapy and disabilities</li> <li>- psychomotor therapy and problem areas in terms of psychomotor components - disorders of sensorimotor, neuromotor, sociomotor and psychomotor in a narrow sense</li> <li>- psychomotor therapy and school - the specifics of the school environment, aggression, bullying and the possibilities of solving it through group form of psychomotor therapy. Preventive programmes to promote sociomotor skills in the school environment.</li> <li>- Teamwork in the application of psychomotor therapy: from the point of view of the cooperation of professionals from the helping professions, the limits and possibilities of a transdisciplinary approach.</li> </ul>						
<b>Recommended literature:</b> Compulsory readings: FÁBRY LUCKÁ, Z. 2021. Psychomotorická terapia v detskom veku. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5202-4. FÁBRY LUCKÁ, Z. 2021. Konkretizácia pomôcok v psychomotorickej terapii. In: Studia Scientifica Facultatis Paedagogicae. – Ružomberok : Katolícka univerzita v Ružomberku. ISSN 1336- 2232. Roč. 20, č. 3 (2021), s. 53-60. Dostupné na: <a href="http://studiascientifica.ku.sk/wp-content/uploads/2021/10/ssf_3_21_s_obalkou.pdf">http://studiascientifica.ku.sk/wp-content/uploads/2021/10/ssf_3_21_s_obalkou.pdf</a> Recommended readings: SZABOVÁ, M. 1998. Náčrt psychomotorickej terapie. Bratislava: Pedagogická fakulta Univerzity Komenského, 1998. ISBN 80-88868-06-8.						
<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 187						
A	ABS	B	C	D	E	FX
92,51	0,0	3,74	0,0	1,07	0,0	2,67
<b>Lecturers:</b> doc. Mgr. Zuzana Fábry Lucká, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex080/22	<b>Course title:</b> Fundamentals of movement therapy for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 15 hours of author activity proposal, 30 hours of self-study in preparation for the final assessment. A total of 50 hours of student work. Educational Methods: Discussion of the topic covered; small group work; problem solving exercises, interactive learning (role-playing).	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The following will be implemented during the semester: - Intermediate test (80 points) - a proposal for an author's activity (20 points). At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 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 points = excellent - outstanding B 90-81 points = very good - above average standard C 80-73 points = good - normal reliable work D 72-66 points = satisfactory - acceptable results E 65-60 points = satisfactory - results meet the minimum criteria Fx less than 60 points = insufficient - extra work required Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student will receive basic information about the therapeutic discipline its theoretical outline, practical demonstrations of basic techniques, experience on himself through experiential activities. Providing orientation to the subject, encouraging professional collaboration with the therapeutic educator and pointing out opportunities for further study in this field. The course provides inspiration for the use of some movement games and techniques in the student's future practice.	

Transferable competencies: develop creativity and abstract thinking skills, reasoning in context.						
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- movement - motorics - psychomotorics: basic terminological excursus</li> <li>- nonverbalism - importance of nonverbal expression in movement, paralinguistics, nonverbal expressions</li> <li>- psychomotor therapy - terminological definition, history of the term, psychomotor therapy in other countries</li> <li>- possibilities of action - prevention, counselling, diagnosis, intervention</li> <li>- psychomotor therapy and age - intrauterine period, early age, preschool age, school age, puberty, adolescence, adulthood, senium</li> <li>- psychomotor therapy and disabilities</li> <li>- psychomotor therapy and problem areas in terms of psychomotor components - disorders of sensorimotor, neuromotor, sociomotor and psychomotor in a narrow sense</li> <li>- psychomotor therapy and school - the specifics of the school environment, aggression, bullying and the possibilities of solving it through group form of psychomotor therapy. Preventive programmes to promote sociomotor skills in the school environment.</li> <li>- Teamwork in the application of psychomotor therapy: from the point of view of the cooperation of professionals from the helping professions, the limits and possibilities of a transdisciplinary approach.</li> </ul>						
<b>Recommended literature:</b> Compulsory readings: FÁBRY LUCKÁ, Z. 2021. Psychomotorická terapia v detskom veku. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5202-4. FÁBRY LUCKÁ, Z. 2021. Konkretizácia pomôcok v psychomotorickej terapii. In: Studia Scientifica Facultatis Paedagogicae. – Ružomberok : Katolícka univerzita v Ružomberku. ISSN 1336- 2232. Roč. 20, č. 3 (2021), s. 53-60. Dostupné na: <a href="http://studiascientifica.ku.sk/wp-content/uploads/2021/10/ssf_3_21_s_obalkou.pdf">http://studiascientifica.ku.sk/wp-content/uploads/2021/10/ssf_3_21_s_obalkou.pdf</a> Recommended readings: SZABOVÁ, M. 1998. Náčrt psychomotorickej terapie. Bratislava: Pedagogická fakulta Univerzity Komenského, 1998. ISBN 80-88868-06-8.						
<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 187						
A	ABS	B	C	D	E	FX
92,51	0,0	3,74	0,0	1,07	0,0	2,67
<b>Lecturers:</b> doc. Mgr. Zuzana Fábry Lucká, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex006/22	<b>Course title:</b> Fundamentals of music education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of seminar work preparation; 25 hours of preparation for the interim assessment. A total of 50 hours of student work. Learning methods: Monological methods - interpretation, instruction; dialogical methods - conversation, guided discussion on the topic; practical methods - learning to play the recorder, vocal interpretation, application of theoretical knowledge on practical examples.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester there will be 2 written examinations and two practical examinations in recorder playing and singing with 25 points each. 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 obtains less than 15 points in any of the four examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent performance, student knows/can do/creates/critically evaluates) B (90-81%, excellent performance, student can/does, but critical thinking is borderline), C (80-73%, good performance, student does know/learn but cannot apply to practice), D (72-66%, acceptable performance, student satisfactorily knows/learned but cannot apply to practice), E (65-60%, satisfactory performance, student meets minimum criteria in knowledge learned, cannot apply to practice), Fx (59-0%, inadequate performance, student does not meet established criteria, cannot apply to practice). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b>	

Students will acquire basic knowledge in the field of music doctrine, the doctrine of musical instruments, the history of world and Slovak music. Students will be able to orientate themselves in the tonal system, rhythmic principles and division of notes, in the overview and function of shifts as well as in other music theoretical knowledge, which form a suitable basis for acquiring practical competence in playing musical instruments. In this course, students develop abstract thinking skills in the field of periodisation of music history, analytical thinking in the recognition of musical styles and musical compositional language of major composers in the field of classical music, as well as musical imagination and creativity in practical musical activities. Students acquire basic competencies and skills in recorder playing and vocal activities, which form an important part of the comprehensive rehabilitation of individuals with special educational needs.

**Class syllabus:**

- Tone system (clefs, staff, staff writing, derived notes).
- Rhythmics, metrics, tempo and dynamic markings.
- Musical instruments (division, instrumental grouping).
- Periodisation of the history of world and Slovak music.
- Recognition of musical styles on the basis of played compositions.
- Study and practice of songs from music education textbooks for primary schools and music education songbooks.
- Technical mastery of recorder playing using basic rhythmic, melodic formations and folk songs.

**Recommended literature:**

ZENKL, L. 2003. ABC hudební nauky. Praha: Bärenreite, 2003. ISBN 9788086385211

BARTELTOVÁ, M. 1998. Úvod do štúdia hudobnej výchovy I. Bratislava: Univerzita Komenského, 1998. ISBN 8022307351

**Recommended readings:**

ABRAHAM, G. 2019. Stručné dejiny hudby. Bratislava: Hudobné Centrum 2019. EAN 9788089427406

MODR, A. 2003. Hudební nástroje. Praha: Bärenreite, 2003. ISBN 9788086385129

ŽIKAVSKÁ, M., PAVLOVSKÁ-DINDOVÁ, O. 2007. Učebnice hudobnej výchovy pre 4.-9. roč. ŠZŠ. Bratislava: SPN, 2007. ISBN 9788010038527

DANIEL, L. 2003. Škola hry na sopránovú zobcovú flautu. 1.a 2. diel. Praha: Panton, 2003. ISBN 9790205004804

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 339

A	ABS	B	C	D	E	FX
52,8	0,0	19,76	16,52	4,72	1,47	4,72

**Lecturers:** PaedDr. Margaréta Osvaldová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex076/22	<b>Course title:</b> Fundamentals of music therapy for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of seminar work preparation; 30 hours of preparation for the interim assessment. A total of 55 hours of student work. Learning methods: Monological methods - lecturing, instruction; dialogical methods - interview, guided discussion on the topic; situational methods - case studies, problem methods - problem-based interpretation, staging methods - structured and unstructured role-playing; practical methods - experiential, activating methods; application of theoretical knowledge on practical examples.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be 1 written review and one 50-point seminar paper due 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. Credit will not be awarded to a student who obtains less than 15 points in either of the two examinations. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent performance, student knows/can do/creates/critically evaluates) B (90-81%, excellent performance, student can/does, but critical thinking is borderline), C (80-73%, good performance, student does know/learn but cannot apply to practice), D (72-66%, acceptable performance, student satisfactorily knows/learned but cannot apply to practice), E (65-60%, satisfactory performance, student meets minimum criteria in knowledge learned, cannot apply to practice), Fx (59-0%, inadequate performance, student does not meet established criteria, cannot apply to practice). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b>	

<p>The course will enable students to acquire the necessary skills to analyse music therapy processes in people with disabilities, applying theoretical knowledge and practical skills to practical outcomes. Students will gain the ability to select and apply adequate methodological procedures in active and receptive music therapy in relation to specific disabilities. The course will enable students to acquire the necessary analytical and creative thinking skills for music therapy interventions that form an important part of the comprehensive rehabilitation of individuals with disabilities.</p>																				
<p><b>Class syllabus:</b></p> <ul style="list-style-type: none"> <li>- Terminological definitions in music therapy.</li> <li>- The meaning and place of music therapy in special education.</li> <li>- The use of active and receptive music therapy with individuals with disabilities.</li> <li>- Music therapy methodology in special education settings.</li> <li>- Creation and implementation of stimulation programs in special education.</li> </ul>																				
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>OSVALDOVÁ, M. 2015. Muzikoterapia ako intervenčný dynamizmus u osôb s postihnutím. Bratislava : Iris, 2015. 216 s. ISBN 978-80-89726-47-1.</p> <p>GERLICHOVÁ, M. 2014. Muzikoterapie v praxi. Praha: Grada, 2014. ISBN 978-80-247-4581-7</p> <p>KANTOR, J., LIPSKÝ, M., WEBER, J. a kol. 2009. Základy muzikoterapie. Praha: Grada, 2009. ISBN 978-80-247-2846-9.</p> <p>ZELEIOVÁ, J. 2007. Muzikoterapie. Východiska, koncepty, princípy a praxe. Praha: Portál, 2007. ISBN 978-80-7367-237-9.</p> <p>Recommended readings:</p> <p>MÁTEJOVÁ, Z., MAŠURA, S. 1992. Muzikoterapia v špeciálnej a liečebnej pedagogike. Bratislava: SPN, 1992. ISBN 80-08-00315-4.</p> <p>ŠIMANOVSKÝ, J. 2011. Hry a techniky muzikoterapie. Praha: Portál, 2011. ISBN 80-7178-264-5.</p> <p>VITÁLOVÁ, Z. 1999. Muzikoterapia. Bratislava: SPN 1999.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language and Czech language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 175</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>87,43</td><td>0,0</td><td>8,0</td><td>2,29</td><td>0,57</td><td>0,0</td><td>1,71</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	87,43	0,0	8,0	2,29	0,57	0,0	1,71
A	ABS	B	C	D	E	FX														
87,43	0,0	8,0	2,29	0,57	0,0	1,71														
<p><b>Lecturers:</b> PaedDr. Margaréta Osvaldová, PhD.</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex076/22	<b>Course title:</b> Fundamentals of music therapy for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of seminar work preparation; 30 hours of preparation for the interim assessment. A total of 55 hours of student work. Learning methods: Monological methods - lecturing, instruction; dialogical methods - interview, guided discussion on the topic; situational methods - case studies, problem methods - problem-based interpretation, staging methods - structured and unstructured role-playing; practical methods - experiential, activating methods; application of theoretical knowledge on practical examples.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be 1 written review and one 50-point seminar paper due 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. Credit will not be awarded to a student who obtains less than 15 points in either of the two examinations. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent performance, student knows/can do/creates/critically evaluates) B (90-81%, excellent performance, student can/does, but critical thinking is borderline), C (80-73%, good performance, student does know/learn but cannot apply to practice), D (72-66%, acceptable performance, student satisfactorily knows/learned but cannot apply to practice), E (65-60%, satisfactory performance, student meets minimum criteria in knowledge learned, cannot apply to practice), Fx (59-0%, inadequate performance, student does not meet established criteria, cannot apply to practice). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b>	

<p>The course will enable students to acquire the necessary skills to analyse music therapy processes in people with disabilities, applying theoretical knowledge and practical skills to practical outcomes. Students will gain the ability to select and apply adequate methodological procedures in active and receptive music therapy in relation to specific disabilities. The course will enable students to acquire the necessary analytical and creative thinking skills for music therapy interventions that form an important part of the comprehensive rehabilitation of individuals with disabilities.</p>																				
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<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language and Czech language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 175</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>87,43</td><td>0,0</td><td>8,0</td><td>2,29</td><td>0,57</td><td>0,0</td><td>1,71</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	87,43	0,0	8,0	2,29	0,57	0,0	1,71
A	ABS	B	C	D	E	FX														
87,43	0,0	8,0	2,29	0,57	0,0	1,71														
<p><b>Lecturers:</b> PaedDr. Margaréta Osvaldová, PhD.</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KŠP/B-SPPex079/22			<b>Course title:</b> Fundamentals of occupational therapy for special educators			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> I.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Katarína Majzlanová, CSc.						
<b>Last change:</b> 21.04.2022						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KŠP/B-SPPex079/22			<b>Course title:</b> Fundamentals of occupational therapy for special educators			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 5s <b>Form of the course:</b> combined						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> I.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Katarína Majzlanová, CSc.						
<b>Last change:</b> 21.04.2022						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex070/22	<b>Course title:</b> Fundamentals of social pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours preparation of seminar paper and ppt presentation; 25 hours of preparation for the interim assessment. A total of 50 hours of student work. Learning methods: Lecture, group discussion, interview, guided discussion on the topic covered, guided self-study and work with text.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm seminar paper and present the seminar paper to their classmates for 40 points and to pass a midterm test for 60 points, a total of 100 points. The successful completion of the course is subject to obtaining at least 60% of the maximum possible grade for the course. A grade of A requires a minimum of 91 points, a grade of B requires a minimum of 81 points, a grade of C requires a minimum of 73 points, a grade of D requires a minimum of 66 points, and a grade of E requires a minimum of 60 points. Intermediate/final assessment weighting: 100/0 The grade is awarded on a scale: A (100-91%, excellent performance , student knows/can do/creates/critically evaluates ) B (90 - 81%, excellent performance, student can/does but critical thinking is borderline) C (80 - 73%, good performance, student knows/learns but cannot apply to practice) D (72 - 66%, acceptable performance, student satisfactorily knows/learned but cannot apply to practice) E (65-60%, satisfactory performance, student meets minimum criteria in knowledge acquired, cannot apply to practice), Fx (59 - 0%, poor performance, student does not meet the criteria, cannot apply to practice). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students will gain an overview of basic information about the field, with an emphasis on gaining an overview of educational theories, basic concepts,	

and the place of social pedagogy in the system of educational sciences. They will also gain an overview of the basic concepts, methods, and current issues in social pedagogy and the opportunities for social educators to apply their skills in in-school and out-of-school practice. Furthermore, the student develops analytical and active thinking when working with an assigned professional text, is able to compare and evaluate information, and plan his/her activities. He/she actively uses digital technologies for his/her further education.

**Class syllabus:**

Introduction to social pedagogy - Basic concepts of social pedagogy and tendencies of its development. Concepts of education and concepts related to education - Subject of social pedagogy, tendencies of its development - Methods of social pedagogy - Social environment - family, school, community, media - Family - forms of marriage and types of families - Surrogate family and institutional education - Education in school and school institutions - Problems in school, problem behaviour of children in school environment. Application of social pedagogues.

**Recommended literature:**

BAKOŠOVÁ, Z. 2011. Sociálna pedagogika ako životná pomoc. Bratislava: Univerzita Komenského, 2011. ISBN 9788096994403.

BAKOŠOVÁ, Z. 2011. Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty. Bratislava: SAV, 2011. ISBN 978-80-970675-0-2.

Recommended readings:

KRAUS, B. 2008. Základy sociální pedagogiky. Bratislava: Portál, 2008. ISBN 8073673833.

PROCHÁZKA, M. 2012. Sociální pedagogika. Praha: Grada, 2012. ISBN 9788024734705.

SMETANOVÁ, D. 2012. Participácia sociálnej pedagogiky pri problémovom správaní detí a mládeže v školskom prostredí. In: Poruchy správania ako sociálny a edukačný fenomén. Bratislava : Iris, 2012. ISBN 978-80-89238-69-9

SMETANOVÁ, D. 2014. Rizikové správanie detí a mládeže v kyberpriestore. In: Współczesne problemy profilaktyki szkolnej i rodzinnej. Kraków : Wydawnictwo scriptum, 2014. ISBN 978-83-64028-09-0

ZELINA, M. 2010. Teórie výchovy alebo Hľadanie dobra. Bratislava: SPN – Mladé letá, 2010. ISBN 9788010018840.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:****Past grade distribution**

Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
50,0	0,0	44,12	0,0	1,47	1,47	2,94

**Lecturers:** PaedDr. Dorota Smetanová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex070/22	<b>Course title:</b> Fundamentals of social pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours preparation of seminar paper and ppt presentation; 25 hours of preparation for the interim assessment. A total of 50 hours of student work. Learning methods: Lecture, group discussion, interview, guided discussion on the topic covered, guided self-study and work with text.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm seminar paper and present the seminar paper to their classmates for 40 points and to pass a midterm test for 60 points, a total of 100 points. The successful completion of the course is subject to obtaining at least 60% of the maximum possible grade for the course. A grade of A requires a minimum of 91 points, a grade of B requires a minimum of 81 points, a grade of C requires a minimum of 73 points, a grade of D requires a minimum of 66 points, and a grade of E requires a minimum of 60 points. Intermediate/final assessment weighting: 100/0 The grade is awarded on a scale: A (100-91%, excellent performance , student knows/can do/creates/critically evaluates ) B (90 - 81%, excellent performance, student can/does but critical thinking is borderline) C (80 - 73%, good performance, student knows/learns but cannot apply to practice) D (72 - 66%, acceptable performance, student satisfactorily knows/learned but cannot apply to practice) E (65-60%, satisfactory performance, student meets minimum criteria in knowledge acquired, cannot apply to practice), Fx (59 - 0%, poor performance, student does not meet the criteria, cannot apply to practice). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students will gain an overview of basic information about the field, with an emphasis on gaining an overview of educational theories, basic concepts,	

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**Class syllabus:**

Introduction to social pedagogy - Basic concepts of social pedagogy and tendencies of its development. Concepts of education and concepts related to education - Subject of social pedagogy, tendencies of its development - Methods of social pedagogy - Social environment - family, school, community, media - Family - forms of marriage and types of families - Surrogate family and institutional education - Education in school and school institutions - Problems in school, problem behaviour of children in school environment. Application of social pedagogues.

**Recommended literature:**

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SMETANOVÁ, D. 2014. Rizikové správanie detí a mládeže v kyberpriestore. In: Współczesne problemy profilaktyki szkolnej i rodzinnej. Kraków : Wydawnictwo scriptum, 2014. ISBN 978-83-64028-09-0  
ZELINA, M. 2010. Teórie výchovy alebo Hľadanie dobra. Bratislava: SPN – Mladé letá, 2010. ISBN 9788010018840.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
50,0	0,0	44,12	0,0	1,47	1,47	2,94

**Lecturers:**

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex069/22	<b>Course title:</b> Fundamentals of therapeutic pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 30 hours of preparation for the final test; 20 hours development of a supporting LP program. A TOTAL of 55 hours of student work. Learning Methods: Experiential, activating methods, interactive - role-playing, discussion of the topic, small group work, problem solving tasks.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment includes active participation in lectures and exercises, for which the student can receive a maximum of 30 points, for the creation and presentation of a supportive therapeutic and pedagogical program the student can receive a maximum of 30 points and for the final test a maximum of 40 points. For successful completion of the course, a minimum of 60% of the marks must be obtained. A - In the didactic test, the student has demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentage, together with the scores (percentage) of the intermediate assignments, corresponds to a grade of A. Note: The score or percentage on the interim assignments reflects the degree to which the student's performance on the interim assignment is consistent with the established criteria published in the assignment for each assignment. The didactic test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge acquired. Both the test and the intermediate tasks are designed to verify the specified learning outcomes. B - In the knowledge test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a B grade. C - The student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) in the knowledge test which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a grade of C.	

<p>D - The student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) in the knowledge test which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a grade of D.</p> <p>E - The student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) in the knowledge test which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, is equivalent to an E.</p> <p>Fx - The student has not met the required thresholds for passing the course.</p> <p>The grade is given on a scale:</p> <p>A (100-91%, excellent - outstanding),</p> <p>B (90-81%, very good - above average standard),</p> <p>C (80-73%, good - normal reliable work),</p> <p>D (72-66%, satisfactory - acceptable results),</p> <p>E (65-60%, satisfactory - results meet minimum criteria),</p> <p>Fx (59-0%, inadequate - extra work required).</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b></p> <p>Gain an overview of therapeutic pedagogy as one of the helping professions. The graduate should be able to integrate the acquired knowledge into his/her professional field. Should gain knowledge in effective interdisciplinary collaboration in a team of practitioners and research in health treatment and prevention in education, health and social care systems.</p> <p>The aim of the course is to provide an orientation to the forms and possibilities of therapeutic and educational support for individuals with developmental risks and disabilities.</p> <p>During the semester, the student also develops communication skills, abstract and critical thinking skills, and the ability to reason in context.</p>
<p><b>Class syllabus:</b></p> <p>Healing Pedagogy (LP) in historical context and in the present. Subject, principles, principles and tasks of LP. Health disadvantage, early intervention, integration and inclusion. LP practices and programmes in therapeutic educational care. The position of LP in the system of sciences, counselling, clinical and school therapeutic pedagogy. Subject matter, principles, principles and roles of LP. Disability, disorder, disease. Forms of therapeutic-pedagogical work with the client: LP exercises and programs - Basal stimulation, Sensorimotor stimulation program, Support program, Reeducation program, Sociointegration program, Psychosocial rehabilitation program, Individual educational program, Crisis intervention program. Early intervention and family support. Integration and Inclusion. Therapies in LP: Art therapy, Bibliotherapy, Activity therapy, Music therapy, Psychomotor therapy, Play therapy.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>HORŇÁKOVÁ, M. 2007. Liečebná pedagogika pre pomáhajúce profesie. Bratislava: Sociálna práca, 2007. 174 s. ISBN: 978-80-89185-28-3.</p> <p>HORŇÁKOVÁ, M. a kol. 2010. Včasná intervencia orientovaná na rodinu. Vysokoškolské učebné texty pre LP. Bratislava: UK, 2010. 237 s. ISBN</p> <p>MAJZLANOVÁ, K. a kol. 2003. Človek v centre liečebnopedagogickej starostlivosti. In: Liečebná pedagogika IV.- V. Bratislava: Humanitas, 2003. 118-123 s. ISBN 80-89124-00-3.</p> <p>MAJZLANOVÁ, K. 2011. Súčasné poslanie liečebnej pedagogiky pri skvalitňovaní života detí so znevýhodnením. Bratislava: VÚDPaP - Zborník príspevkov z medzinárodnej konferencie „Dieťa v ohrození“, Bratislava: Vysoká škola zdravotníctva a sociálnej práce.</p> <p>Recommended readings:</p>

<p>FISCHER, O. a kol. 2010. Úvod do filozofie pomáhající profese. Praha: Jabok, 2010. 131 s. ISBN 978-80-904137-4-0.</p> <p>HORŇÁKOVÁ a kol. 2008. Obsahová integrácia a diverzifikácia neučiteľských študijných odborov na PdF UK Bratislava. Bratislava: Univerzita Komenského, 2008. ISBN 978-80-223-2435-9.</p> <p>HORŇÁKOVÁ, M. 2017. Komunikácia v inkluzívnej škole. Bratislava: Univerzita Komenského, 2017. ISBN</p> <p>LUKASOVÁ, E. 1997. Logoterapie ve výchově. Praha: Portál, 1997. 205 s. ISBN 807178800</p> <p>KLEIN, F. a kol. 2009. Liečebná pedagogika. Bratislava: Sapiencia, 2009. 277 s. ISBN 9788089229147</p>						
<p><b>Languages necessary to complete the course:</b> Slovak language and Czech language</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 59</p>						
A	ABS	B	C	D	E	FX
47,46	0,0	25,42	13,56	8,47	5,08	0,0
<p><b>Lecturers:</b> doc. Mgr. Zuzana Fábry Lucká, PhD.</p>						
<p><b>Last change:</b> 11.09.2023</p>						
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex009/22	<b>Course title:</b> Fundamentals of work education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 20 hours of methodical work procedure preparation, 25 hours of preparation for assessment in the form of a test. A total of 50 hours of student work. Learning methods: Lecture and explanation of basic information about the subject, later dialogue, discussion. Use of presentations, photographs and videos from practice, descriptions and characteristics of activities. After the acquisition of basic information about the subject in the form of visual documentation, photographs and videos, first by observation, later by student description and discussion, the identification of faulty practices, lack of work area security and modulation to the search for a solution and remedy. In the course of teaching we go through practical work with materials encountered in the workshop.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The assessment consists of an interim assessment through the creation of a methodological workflow in powerpoint presentations, for which the student can receive a total of 20 points, and a final assessment test with a value of 80 points. A minimum of 91 points 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. A minimum of 60 points is required to pass the course. The grade is awarded on a scale: A (100-91%, excellent - outstanding), the student knows/can/creates/critically evaluates B (90-81%, very good - above average standard), the student can/does/thinks critically is borderline C (80-73%, good - normal reliable work), student knows/learns but cannot apply to practice D (72-66%, satisfactory - acceptable performance), student partially knows/learned but not enough E (65-60%, satisfactory - results meet minimum criteria), student minimally knows/learned sufficiently Fx (59-0%, insufficient - extra work required) Scale of assessment (preliminary/final): 100/0	

**Learning outcomes:**

After completing the course, students must acquire and know the content and peculiarities of work education of the disabled in special schools.

They must understand the importance and differences of the acquisition of working knowledge, skills and habits especially of the mentally handicapped in comparison with the intact. They must understand the importance of work education as a means of re-education, rehabilitation, therapy, social and occupational integration and inclusion of the disabled.

They must know and master the materials, tools and technological procedures applied in work activities within the educational process of work education. They must be able to define professional working terms. creatively apply and develop the knowledge acquired on the subject of work education.

**Class syllabus:**

- From the history of labour education.
- The peculiarities of work education of the mentally disadvantaged.
- Aims and tasks of work education of the mentally handicapped.
- Work components, aspects and areas of work activities in work education of the handicapped.
- Work knowledge, skills, habits, work movements and work operations leading to the acquisition of work competences.
- Work skills monitored, in work components with main emphasis on self-care activities.
- Further subdivided into workshop work and cultivation work.
- In workshop work, focus on: working with paper, cardboard, textiles. Work with modelling materials - modelling.
- Work with wood. Working with metals. Work with small materials - natural and synthetic materials (plastics), assembly and disassembly work.
- Practical exercises with materials and tools and very important is the preparation of the working environment and place.
- Excursions to the workshops, sheltered workshops and the work site.

**Recommended literature:**

Compulsory/Recommended readings:

BAJO, I. a VAŠEK, Š. 1994. Pedagogika mentálne postihnutých. Bratislava: Sapientia, 1994. ISBN 80-967180-1-0.

BAJTOŠ, J. a PAVELKA, J. 1999. Základy didaktiky technickej výchovy. Prešov: Prešovská univerzita, 1999. ISBN 80-88722-46-2.

Recommended readings: HAASOVÁ, E. 2012. Metódy a formy práce v predmetoch pracovné vyučovanie, svet práce a technika. Bratislava: MPC, 2012. ISBN 978-80-8052-415-9.

HUČÍK, J. 2007. Profesijná príprava žiakov s mentálnym postihnutím. Martin: Osveta, 2007. ISBN 978-80-8063-260-1.

KOŽUCHOVÁ, M. 1998. Didaktika technickej výchovy. 1. vyd. Bratislava: UK, 1998. ISBN 80-223-1319-X.

KOŽUCHOVÁ, M., HABŠUDOVÁ, M. a BRNKA, K. 1995. Pracovná výchova II. Bratislava: UK, 1995. ISBN 80-223-0855-2.

KRUŠPÁN, I. a VOLNÍKOVÁ, M. 2000. Didaktika odborného výcviku. Dubnica nad Váhom: Dubnický technologický inštitút, 2000. ISBN 978-80-969615-7-3.

MAJZLANOVÁ, K. 1997. Pracovná výchova mentálne postihnutých detí predškolského veku. AT Publishing s.r.o 1997. ISBN 80-967429-5-7.

VANČOVÁ, A. a kol. 2010. Edukácia mentálne postihnutých. Bratislava: IRIS, 2010. 978-80-89256-53-2.

VARGOVÁ, M. 2007. Metodika pracovnej výchovy a pracovného vyučovania. Nitra: UKF, 2007. ISBN 978-80-8094-171-0.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 337

A	ABS	B	C	D	E	FX
57,57	0,0	20,47	16,02	5,04	0,0	0,89

**Lecturers:** PaedDr. Andrea Prečuchová Štefanovičová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex003/22	<b>Course title:</b> General pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method 5 hours of teaching, 16 hours of preparation for teaching during the semester, 20 hours of preparation for interim assessment, 39 hours of preparation for final assessment. A total of 80 hours of student work. Teaching methods: Monological methods - concentrate on lecture, interpretation, presentation of seminar work, demonstrations. Dialogical methods - interview, guided frontal discussion of topics, group discussion. Self-study - method of working with the text, solving problems and assignments. Situational and problem-based methods - analysis of different types of educational situations, analysis of pedagogical/educational problems in terms of theory and practice.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% of the interim assessment and 50% of the final assessment. The grade is the sum of the midterm and final assessment (50 pts. +50 pts., 100 pts. total). Intermediate assessment: consists of the preparation of a seminar paper and its oral presentation in class in the form of a report. Alternative to the paper - presentation of a practical demonstration of an analysis of a selected pedagogical problem in the field of education, school pedagogy or a solution to a specific educational problem or educational situation. The assessment is obtained for the development of a creative assignment for 50 pts (25 pts.+25 pts.) divided into - theoretical analysis in the term paper (25 pts.) and its presentation with application during the seminar in class (25 pts.) Final assessment: consists of a didactic test for 50pts. The written exam/test will test the student's knowledge of the theoretical preparation for the course and of the independent study of the literature <b>Course evaluation</b> The assessment is awarded on a scale of: A (100-91%, excellent - outstanding results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results),	

D (72-66%, satisfactory - acceptable results but significant errors occur),  
E (65-60%, fair - results meet minimum criteria),  
Fx (59-0%, inadequate - additional work required).  
A minimum score of 60% is required to pass the course.  
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**

- Graduates of the course will acquire basic knowledge of general pedagogy, which they will build on in their further studies and in other subjects.
- They will gain a basic orientation about the system of pedagogical sciences, learn to analyse pedagogical concepts, and evaluate educational issues in terms of theory and practice.
- Students with knowledge of pedagogy will also acquire knowledge of the basics of scientific work, methodology of pedagogy and pedagogical diagnostics. The acquired knowledge and competence can be creatively used in their future work in the teaching profession.
- The basic aim is to acquire competence in professional communication in the field of educational sciences, the ability to explain and apply basic theoretical and methodological specifics in education and training.

**Class syllabus:**

General pedagogy deals with the broadest understanding of the subject of pedagogy:

- The conception of pedagogy (the science of education) and theoretical-scientific approaches to educational reality.
- General pedagogy explains basic pedagogical concepts, phenomena and deals with their content and terminology.
- It introduces the system of pedagogical disciplines and their characteristics, and places them in the system of educational sciences. Builds knowledge of the foundations of scientific research in pedagogy.
- Establishes the relationship of pedagogy to other sciences. Thematically relates the factors of the development of the human individual, the basic factors of education and the process of education.
- Describes the institutionalization of education and training. School, its development and functions. The school system. The family and its functions. Leisure and the possibilities of education.
- The subject General Pedagogy also fulfils a certain "propaedeutic" function as an introduction to the study of the sciences of education. It provides a basic orientation on the forms (forms) of institutional educational practice.

**Recommended literature:**

HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. Úvod do pedagogiky. Nitra: Enigma, 2006  
KOHOUT, K. 2010. Základy obecní pedagogiky. Praha: Univerzita J.A.Komenského, 2010  
PRŮCHA, J. 2002. Moderní pedagogika. Praha: Portál, 1997# 2. vyd. 2002  
GRECMANOVÁ, H. et al. 1999. Obecná pedagogika I. Olomouc: HANEX, 1999  
SVOBODOVÁ, J., ŠMAHELOVÁ, B. 2007. Kapitoly z obecné pedagogiky. Brno: MSD, 2007  
ŠVEC, Š. 1995. Základné pojmy v pedagogike a andragogike. Bratislava: Iris, 1995  
VALISOVÁ, A., KASÍKOVÁ, H. 2008. Pedagogika pro učitele. Praha : GRADA, 2008  
VORLÍČEK, Ch. 2000. Úvod do pedagogiky. Praha: Karolinum, 1994. 2. vyd. Praha: H H, 2000.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 338						
A	ABS	B	C	D	E	FX
63,61	0,0	19,53	5,62	2,96	2,66	5,62
<b>Lecturers:</b> prof. PhDr. Mária Potočárová, PhD., PaedDr. Eva Labudová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex001/22	<b>Course title:</b> General psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 20 hours of ongoing preparation for teaching; 25 hours of preparation and implementation of seminar work in the range of 5-7 AH and ppt presentations; 34 hours of preparation for the final exam test. A total of 84 hours of student work. Teaching methods: Use of monologic, dialogic, situational methods and guided self-study method: the explanation of the topic is combined with a group guided discussion on the topic discussed; examples of application of knowledge and research findings in the field in practice are given; specific topics for critical reflection on the knowledge (development of knowledge, diversity of argumentation, current problems and open questions, case studies, etc.). ), convergent and divergent closed and open questions, questions for further reflection and study, guided self-study (work with text).	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, students will complete a term paper (max. 35 points), present the term paper to classmates (20 points), reflect on the term paper (10 points), and successfully complete a final test (35 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 50% marks in 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 results), B (90-81%, very good- above average standard), C (80-73%, well – 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 a grade of A, the student needs to perform excellently continuously throughout the semester, be able to study independently, and critically compare professional psychology texts. The student can navigate through the tangle of different literary sources, is able to select relevant sources for his or her studies, is proficient in the basics of psychology as a science and is able to present to a group based on his or her knowledge, is able to evaluate outcomes, compare and contrast different modern psychological trends.

A grade of B means that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to psychology as a science, can navigate the literature, can speak in front of a group, can evaluate outcomes, and his or her critical thinking is borderline.

A grade of C means that the student has performed standardly well during the semester, his or her theoretical knowledge of the subject matter is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking.

The grade D means that the student has been less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work as well as in group work, cannot critically analyse information and has problems applying knowledge to practice.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice.

A grade Fx means that the student has not sufficiently fulfilled the course requirements and extra works is required.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

The aim of the General Psychology course is to make available basic information about the general laws of human experience and behaviour so that they can form a platform for understanding the workings of the human psyche and synthesize psychological knowledge, facts, theories, research approaches into a coherent view of psychological reality for the needs of creative professional application in special-educational practice. After completing the course, students can navigate the terminology of general psychology, master basic psychological theories, and apply the knowledge of general psychology in a special-educational context.

### **Class syllabus:**

The aim for the course is to characterize and explain the basic dimensions of the psyche, processes, states, and phenomena in the psyche, to know the basic psychological theories, sensory processes, cognitive and non-cognitive processes and to understand the socio-pedagogical knowledge in the pedagogical space.

1. The subject of psychology, the mission of psychology, the basic dimensions of psyche, forms of psyche, psychic phenomena (processes, states, properties).
2. Basic psychological theories.
3. Sensory processes. Sensation.
4. Perceptions and ideas.
5. Attention.
6. Memory.
7. Thinking and intelligence.
8. Thinking, language, and speech.
9. Emotions.
10. Motivation and volitional processes, frustration, stress, conflict, burden and its management.

11. Social-psychological cognition in pedagogical space (impression formation, distorting mechanisms about others, attitudes, stereotypes).

**Recommended literature:**

Required reading:

Nolen-Hoeksema, S., Frederickson, B. L., Loftus, G. R. & Wagenaar, W. A. (2012). Psychologie Atkinsonové a Hilgarda. Portál. Vybrané kapitoly: 1, 4, 5, 8-12, 14.

Kubáni, V. (2010). Všeobecná psychológia. Prešovská univerzita.

Recommended reading:

Nakonečný, M. (1997). Encyklopedie obecné psychologie. Academia.

Plháková, A. (2007). Učebnice obecné psychologie. Academia.

Šramová, B. (2020). Základy psychologie (nejen) pro marketingové komunikace. VeRBuM.

Jursová-Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, Ľ. & Sokolová, L. (2019). Postoje, inkluzia a predsudky v slovenských školách. Univerzita Komenského.

[https://www.havava.eu/accounts/Zlatica/Predsudky\\_inkluzia\\_monog\\_JZ\\_Final.pdf](https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf).

Websites:

[www.saup.sk](http://www.saup.sk)

[www.vudpap.sk](http://www.vudpap.sk)

<http://www.komorapsychologov.sk>

<https://psycnet.apa.org/search>.

**Languages necessary to complete the course:**

Slovak, Czech and English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 339

A	ABS	B	C	D	E	FX
19,17	0,0	28,02	22,71	14,75	9,44	5,9

**Lecturers:** PaedDr. Eva Vancu, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex017/22	<b>Course title:</b> History of pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 45 hours of independent work on assigned tasks. A total of 50 hours of student work. Teaching methods: The main methods of face-to-face teaching are lecture, interview, presentation and discussion of solutions of distance tasks. The main method of distance learning is guided self-study (solving continuously assigned tasks).	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by assessment (100% of the interim assessment). Students are required to solve 10 assignments during the semester and to participate in the presentation and discussion of their solutions in seminars. Each assignment is graded on a 3-0 point scale (3 points for a well-solved assignment, 2 points for a well-solved assignment, 1 point for a sufficiently solved assignment, and 0 points for a poorly solved and unsolved assignment). The maximum number of points possible is 30. To pass the course, a minimum score of 60% is required. A minimum of 28 points is required for a final grade of A (excellent - outstanding results), a minimum of 25 points for a grade of B (very good - above average standard), a minimum of 22 points for a grade of C (good - normal reliable work), a minimum of 20 points for a grade of D (satisfactory - acceptable results) and a minimum of 18 points for a grade of E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students scoring 17 points or less. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, students will be able to explain the context of the emergence and the main features of the historical currents of pedagogical thinking, describe the systems of education and training in the different historical periods, explain the views and characterize the work of important personalities in the history of education and training, critically evaluate them and identify their influence on education and training today.	

Working with original historical sources and their contemporary interpretations, students will be able to critically reflect and discuss ethical issues in education and training, and the status and roles of the subjects of education and training. In solving, presenting and discussing the results of ongoing assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills.

Students will be able to use the acquired knowledge and skills creatively in the study of other pedagogical disciplines and in their future teaching practice.

### **Class syllabus:**

The aim of the course is to learn about the history of education and education in the ancient and medieval periods, to characterize education and pedagogical views in the period of humanism and the Renaissance. To know and analyse the life and work of J.A. To study and understand the history of A.A. Comenius and the development of education and pedagogical thought from the 17th century to the present day.

Education and education in the ancient and medieval periods. Education and pedagogical ideas in the Humanist and Renaissance periods. Life, work and pedagogical views of J. A. Comenius. The development of education and pedagogical thinking in the world and in the territory of present-day Slovakia in the 17th-19th centuries. Pedagogical trends of the 20th century. Education in Slovakia in the 20th century. Contemporary trends in education.

### **Recommended literature:**

BRŤKOVÁ, M., et al., 2000. Kapitoly z dejín pedagogiky. Bratislava: Pressent 2000.

JŮVA, V., JŮVA, V., 2003. Stručné dějiny pedagogiky. Brno: Paido 2003.

KASPER, T, KASPEROVÁ, D., 2008. Dějiny pedagogiky. Praha: Grada. 2008.

Recommended readings: KUDLÁČOVÁ, B., 2007. Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 2007.

PORUBSKÝ, Š., 2012. Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 2012.

PŠENÁK, J., 2012. Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ 2012.

ŠMAHELOVÁ, B., 2008. Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 2008.

### **Languages necessary to complete the course:**

Slovak and Czech language

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
61,76	0,0	26,47	5,88	0,0	0,0	5,88

**Lecturers:** Ing. Mgr. Jozef Strakoš, PhD., prof. PaedDr. Ján Danek, CSc.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex017/22	<b>Course title:</b> History of pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 45 hours of independent work on assigned tasks. A total of 50 hours of student work. Teaching methods: The main methods of face-to-face teaching are lecture, interview, presentation and discussion of solutions of distance tasks. The main method of distance learning is guided self-study (solving continuously assigned tasks).	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by assessment (100% of the interim assessment). Students are required to solve 10 assignments during the semester and to participate in the presentation and discussion of their solutions in seminars. Each assignment is graded on a 3-0 point scale (3 points for a well-solved assignment, 2 points for a well-solved assignment, 1 point for a sufficiently solved assignment, and 0 points for a poorly solved and unsolved assignment). The maximum number of points possible is 30. To pass the course, a minimum score of 60% is required. A minimum of 28 points is required for a final grade of A (excellent - outstanding results), a minimum of 25 points for a grade of B (very good - above average standard), a minimum of 22 points for a grade of C (good - normal reliable work), a minimum of 20 points for a grade of D (satisfactory - acceptable results) and a minimum of 18 points for a grade of E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students scoring 17 points or less. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, students will be able to explain the context of the emergence and the main features of the historical currents of pedagogical thinking, describe the systems of education and training in the different historical periods, explain the views and characterize the work of important personalities in the history of education and training, critically evaluate them and identify their influence on education and training today.	

Working with original historical sources and their contemporary interpretations, students will be able to critically reflect and discuss ethical issues in education and training, and the status and roles of the subjects of education and training. In solving, presenting and discussing the results of ongoing assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills.

Students will be able to use the acquired knowledge and skills creatively in the study of other pedagogical disciplines and in their future teaching practice.

**Class syllabus:**

The aim of the course is to learn about the history of education and education in the ancient and medieval periods, to characterize education and pedagogical views in the period of humanism and the Renaissance. To know and analyse the life and work of J.A. To study and understand the history of A.A. Comenius and the development of education and pedagogical thought from the 17th century to the present day.

Education and education in the ancient and medieval periods. Education and pedagogical ideas in the Humanist and Renaissance periods. Life, work and pedagogical views of J. A. Comenius. The development of education and pedagogical thinking in the world and in the territory of present-day Slovakia in the 17th-19th centuries. Pedagogical trends of the 20th century. Education in Slovakia in the 20th century. Contemporary trends in education.

**Recommended literature:**

BRŤKOVÁ, M., et al., 2000. Kapitoly z dejín pedagogiky. Bratislava: Pressent 2000.

JŮVA, V., JŮVA, V., 2003. Stručné dějiny pedagogiky. Brno: Paido 2003.

KASPER, T, KASPEROVÁ, D., 2008. Dějiny pedagogiky. Praha: Grada. 2008.

Recommended readings: KUDLÁČOVÁ, B., 2007. Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 2007.

PORUBSKÝ, Š., 2012. Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 2012.

PŠENÁK, J., 2012. Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ 2012.

ŠMAHELOVÁ, B., 2008. Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 2008.

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:****Past grade distribution**

Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
61,76	0,0	26,47	5,88	0,0	0,0	5,88

**Lecturers:** Ing. Mgr. Jozef Strakoš, PhD., prof. PaedDr. Ján Danek, CSc.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex087/22	<b>Course title:</b> Incentive programmes and techniques
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of preparation for the interim assessment; 25 hours of preparation for the final assessment. TOTAL: 50 hours of student work. Teaching methods: Explanation of the material, small group work, cooperative learning, e-learning, problem solving	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students will have sub-assignments throughout the semester in which the student may earn a total of 30 points. In the final assessment in the form of a term paper, the student may earn 70 points. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who achieves less than 15 points on the continuous assessment. To pass the course, a minimum score of 60% is required. A - excellent performance, the student has excellent knowledge of stimulation and intervention programmes and can transfer this knowledge into practice; B - excellent performance, the student has excellent knowledge of stimulation and intervention programmes and can transfer this knowledge into practice; C - good performance, the student has good knowledge of stimulation and intervention programmes but has difficulty transferring this knowledge into practice; D - satisfactory, student has basic knowledge of incentive and intervention programs but cannot transfer it into practice; E - student has minimal knowledge of incentive and intervention programs and cannot transfer it into practice; Fx - student has no knowledge of incentive and intervention programs and can transfer it into practice; Fx - student has no knowledge of incentive and intervention programs and can transfer it into practice The grade is 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),	

<p>E (65-60%, satisfactory - results meet minimum criteria),  Fx (59-0%, inadequate - extra work required).  Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b>  Students will gain knowledge and competencies in the development and application of stimulation programs and techniques for individuals with disabilities and their modification to the specifics of the individual's age, type, kind and degree of disability. Students will acquire the ability to apply the acquired knowledge and competencies in special education theory and practice and in the educational rehabilitation of individuals with disabilities.</p>
<p><b>Class syllabus:</b>  Montessori pedagogy.  - Stimulation program according to W. Strassmeier.  - TEACCH.  - Snoezelen.  - Reuven Feurstein's instrumental enrichment programme.  - The Hand-Mozog© programme.  - Program to overcome deficits of partial functions according to Dr. Sindelar.  - Basal stimulation.  - Orofacial stimulation.</p>
<p><b>Recommended literature:</b>  Compulsory readings:  CLAUS-DIETER, K., WAGNEROVÁ, CH.W., 2018. Montessori konkrétne 1 - Praktický život a smyslová výchova. Praha: Maitera. 2018. EAN 9788075000538  TKÁČOVÁ, K., WAGNEROVÁ, Z. 2021. Alternatívne možnosti špeciálnopedagogickej intervencie u žiakov s viacnásobným postihnutím. (v tlači; 2022)  STRASSMEIER, W. 2011. 260 cvičení pro děti raného věku: soubor cvičení pro děti s nerovnoměrným vývojem a děti handicapované. 3. vyd. Praha : Portál, 2011. ISBN 9788073678807.  Recommended readings:  MIKULAJOVÁ, M., DUJČÍKOVÁ, O. 2001. Tréning fonematického uvedomovania podľa D. B. El'konina. 1. vyd. Bratislava: Dialóg, 2001. ISBN 80-968502-0-2.  MORALES, C. R.. 2006. Orofaciální regulační terapie.1. vyd. Praha: Portál, 2006. ISBN 80-7367-105-0  HÁJKOVÁ, V. 2009. Bazální stimulace, aktivace a komunikace v edukaci žáků s kombinovaným postižením.1. vyd. Praha: Somatopedická společnost, 2009. ISBN 978-80-904464-0-3.  LEBEER, J, a kol. 2006. Programy pro rozvoj myšlení dětí s odchylkami vývoje: podpora začleňování znevýhodněných dětí do běžného vzdělávání. 1.vyd. Praha: Portál 2006, 262 s., ISBN 80-7367-103-4.  GOGO VÁ, T. 2012. Stimulácia vývinu v rámci špeciálnopedagogických intervenčných programov v procese ranej intervencie u detí s ťažkým zdravotným postihnutím. In: Paedagogica specialis 26.Bratislava: Iris, 2012. s.399-412. ISBN 978-80-223-3287-3.  GILLBERG, CH., PEETERS, T. 2003. Autismus – zdravotní a výchovné aspekty. Praha: Portál. 2003. ISBN 80-7178-856-2  VANČOVÁ, A., SMOLIANINOV, A. 2014. Program ruka-mozog. Neuro – psycho – edukačné intervencie, rehabilitácia a rozvíjanie detí s organickým poškodením mozgu. Bratislava: Iris. 2014. ISBN 978-80-89726-04-2</p>
<p><b>Languages necessary to complete the course:</b></p>

Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 45						
A	ABS	B	C	D	E	FX
93,33	0,0	6,67	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Jana Lopúchová, PhD., Mgr. Simona Schallerová, PhD., Mgr. Zuzana Ivanová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex087/22	<b>Course title:</b> Incentive programmes and techniques
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of preparation for the interim assessment; 25 hours of preparation for the final assessment. TOTAL: 50 hours of student work. Teaching methods: Explanation of the material, small group work, cooperative learning, e-learning, problem solving	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students will have sub-assignments throughout the semester in which the student may earn a total of 30 points. In the final assessment in the form of a term paper, the student may earn 70 points. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who achieves less than 15 points on the continuous assessment. To pass the course, a minimum score of 60% is required. A - excellent performance, the student has excellent knowledge of stimulation and intervention programmes and can transfer this knowledge into practice; B - excellent performance, the student has excellent knowledge of stimulation and intervention programmes and can transfer this knowledge into practice; C - good performance, the student has good knowledge of stimulation and intervention programmes but has difficulty transferring this knowledge into practice; D - satisfactory, student has basic knowledge of incentive and intervention programs but cannot transfer it into practice; E - student has minimal knowledge of incentive and intervention programs and cannot transfer it into practice; Fx - student has no knowledge of incentive and intervention programs and can transfer it into practice; Fx - student has no knowledge of incentive and intervention programs and can transfer it into practice The grade is 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),	

<p>E (65-60%, satisfactory - results meet minimum criteria),  Fx (59-0%, inadequate - extra work required).  Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b>  Students will gain knowledge and competencies in the development and application of stimulation programs and techniques for individuals with disabilities and their modification to the specifics of the individual's age, type, kind and degree of disability. Students will acquire the ability to apply the acquired knowledge and competencies in special education theory and practice and in the educational rehabilitation of individuals with disabilities.</p>
<p><b>Class syllabus:</b>  Montessori pedagogy.  - Stimulation program according to W. Strassmeier.  - TEACCH.  - Snoezelen.  - Reuven Feurstein's instrumental enrichment programme.  - The Hand-Mozog© programme.  - Program to overcome deficits of partial functions according to Dr. Sindelar.  - Basal stimulation.  - Orofacial stimulation.</p>
<p><b>Recommended literature:</b>  Compulsory readings:  CLAUS-DIETER, K., WAGNEROVÁ, CH.W., 2018. Montessori konkrétne 1 - Praktický život a smyslová výchova. Praha: Maitera. 2018. EAN 9788075000538  TKÁČOVÁ, K., WAGNEROVÁ, Z. 2021. Alternatívne možnosti špeciálnopedagogickej intervencie u žiakov s viacnásobným postihnutím. (v tlači; 2022)  STRASSMEIER, W. 2011. 260 cvičení pro děti raného věku: soubor cvičení pro děti s nerovnoměrným vývojem a děti handicapované. 3. vyd. Praha : Portál, 2011. ISBN 9788073678807.  Recommended readings:  MIKULAJOVÁ, M., DUJČÍKOVÁ, O. 2001. Tréning fonematického uvedomovania podľa D. B. El'konina. 1. vyd. Bratislava: Dialóg, 2001. ISBN 80-968502-0-2.  MORALES, C. R.. 2006. Orofaciální regulační terapie.1. vyd. Praha: Portál, 2006. ISBN 80-7367-105-0  HÁJKOVÁ, V. 2009. Bazální stimulace, aktivace a komunikace v edukaci žáků s kombinovaným postižením.1. vyd. Praha: Somatopedická společnost, 2009. ISBN 978-80-904464-0-3.  LEBEER, J, a kol. 2006. Programy pro rozvoj myšlení dětí s odchylkami vývoje: podpora začleňování znevýhodněných dětí do běžného vzdělávání. 1.vyd. Praha: Portál 2006, 262 s., ISBN 80-7367-103-4.  GOGO VÁ, T. 2012. Stimulácia vývinu v rámci špeciálnopedagogických intervenčných programov v procese ranej intervencie u detí s ťažkým zdravotným postihnutím. In: Paedagogica specialis 26.Bratislava: Iris, 2012. s.399-412. ISBN 978-80-223-3287-3.  GILLBERG, CH., PEETERS, T. 2003. Autismus – zdravotní a výchovné aspekty. Praha: Portál. 2003. ISBN 80-7178-856-2  VANČOVÁ, A., SMOLIANINOV, A. 2014. Program ruka-mozog. Neuro – psycho – edukačné intervencie, rehabilitácia a rozvíjanie detí s organickým poškodením mozgu. Bratislava: Iris. 2014. ISBN 978-80-89726-04-2</p>
<p><b>Languages necessary to complete the course:</b></p>

Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 45						
A	ABS	B	C	D	E	FX
93,33	0,0	6,67	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Jana Lopúchová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex096/22	<b>Course title:</b> Inclusive approaches in non-formal education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching, 12 hours of preparation for the seminar work, 15 hours of preparation for the ongoing assessment, 22 hours of exam preparation. A total of 54 hours of student work. Methods of education: Discussion, interpretation, role-play method, situation analysis method, guided self-study.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will present his/her term paper on a topic assigned by the teacher. At the end of the semester, the student will prepare a final test on the topic. 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. A student may receive a maximum of 80 points for the written final test and a maximum of 20 points for the seminar paper. Credit will not be awarded unless the student earns at least 55% on the written test. A minimum of 60% is required to pass the course. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A-Excellent performance, student can/does/creates/critically evaluates; B-Excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally	

<p>and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b></p> <p>The student defines basic terminological concepts, orientates in relevant legislation and international documents, explains the development of inclusive education, understands the definition of non-formal education, is able to describe basic methods and techniques of non-formal education and is able to apply them in practice.</p> <p>The student can specify the need for teamwork in inclusive non-formal education.</p> <p>The student develops critical thinking skills, improves computer literacy, and is able to reflect on his/her own attitudes towards inclusive non-formal education.</p>
<p><b>Class syllabus:</b></p> <p>The aim of the course is to learn about the issues of inclusive non-formal education. Familiarization with the basic techniques, methods and possibilities of inclusive approaches.</p> <p>1. Legislative definition and international documents (Convention, School Act, Anti-discrimination Act). 2. Terminological definition of inclusion and inclusive education. 3. Development of society's views and attitudes towards inclusive education. 4. Index of inclusion - inclusive policy, inclusive culture, inclusive practice. 5. Non-formal education and informal learning (methods and techniques). 6. Basic determinants related to inclusive and non-formal education. 7. Inclusive conditions in non-formal education. 8. Assistance in the context of social inclusion and non-formal education. 9. Professional support system for inclusive and non-formal education (school support team).</p>
<p><b>Recommended literature:</b></p> <p>Required reading:</p> <p>BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. 2013-2015 Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.</p> <p>BOOTH, T., AINSCOW, M., 2016. Index inklúzie. Fuller Davies. 4. vydanie. 2016. 244s. Dostupné na: &lt;<a href="https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf">https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf</a>&gt; ISBN: 978-80-89403-19-6.</p> <p>HÁJKOVÁ, V., STRNADOVÁ, I., 2010. Inkluzivní vzdělávání. Praha: Garda. 2010. ISBN: 978-80-247-3070.</p> <p>LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN: 978-80-262-1123-5.</p> <p>Recommended reading:</p> <p>PEŠEK, T., ŠKRABSKÝ, T., NOVOSÁDOVÁ, M., DOČKALOVÁ, J., 2019. Šlabikář neformálního vzdělávání v práci s mládeží. ANEV. 2019. 191s. Dostupné na: &lt;<a href="https://www.slabikarnfv.eu/slabikar_digital_cs.pdf">https://www.slabikarnfv.eu/slabikar_digital_cs.pdf</a>&gt; ISBN: : 978-80-907579-0-5.</p> <p>SCHMIDTOVÁ, M., 2012. Koncepcia inkluzívneho vzdelávania zdravotne znevýhodnených. Bratislava: Úrad vlády, 2012.</p> <p>SCHMIDTOVÁ, M., 2013. Inkluzívna škola-ako na to? Možnosti transformácie škôl smerom k inklúzii. In. HAPALOVÁ, M., KRIGLEROVÁ, E., 2013. O krok bližšie k inklúzii. Bratislava: Centrum pre výskum etnicity a kultúry, 2013. ISBN 978-80-971343-0-3.</p> <p>VÍTKOVÁ, M., BARTOŇOVÁ, M., 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava, 2019. 179 s. ISBN 978-80-7510-334-5.</p> <p>Zákony, vyhlášky a metodické pokyny v aktuálnom znení.</p>
<p><b>Languages necessary to complete the course:</b></p>

Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 167						
A	ABS	B	C	D	E	FX
67,66	0,0	21,56	5,99	2,4	0,0	2,4
<b>Lecturers:</b> prof. PaedDr. Miroslava Bartoňová, PhD., Mgr. Martin Záni, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex096/22	<b>Course title:</b> Inclusive approaches in non-formal education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching, 12 hours of preparation for the seminar work, 15 hours of preparation for the ongoing assessment, 22 hours of exam preparation. A total of 54 hours of student work. Methods of education: Discussion, interpretation, role-play method, situation analysis method, guided self-study.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will present his/her term paper on a topic assigned by the teacher. At the end of the semester, the student will prepare a final test on the topic. 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. A student may receive a maximum of 80 points for the written final test and a maximum of 20 points for the seminar paper. Credit will not be awarded unless the student earns at least 55% on the written test. A minimum of 60% is required to pass the course. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A-Excellent performance, student can/does/creates/critically evaluates; B-Excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally	

<p>and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b></p> <p>The student defines basic terminological concepts, orientates in relevant legislation and international documents, explains the development of inclusive education, understands the definition of non-formal education, is able to describe basic methods and techniques of non-formal education and is able to apply them in practice.</p> <p>The student can specify the need for teamwork in inclusive non-formal education.</p> <p>The student develops critical thinking skills, improves computer literacy, and is able to reflect on his/her own attitudes towards inclusive non-formal education.</p>
<p><b>Class syllabus:</b></p> <p>The aim of the course is to learn about the issues of inclusive non-formal education. Familiarization with the basic techniques, methods and possibilities of inclusive approaches.</p> <p>1.Legislative definition and international documents (Convention, School Act, Anti-discrimination Act).2. Terminological definition of inclusion and inclusive education.3. Development of society's views and attitudes towards inclusive education.4. Index of inclusion - inclusive policy, inclusive culture, inclusive practice. 5. Non-formal education and informal learning (methods and techniques).6. Basic determinants related to inclusive and non-formal education. 7. Inclusive conditions in non-formal education. 8. Assistance in the context of social inclusion and non-formal education. 9.Professional support system for inclusive and non-formal education (school support team).</p>
<p><b>Recommended literature:</b></p> <p>Required reading:</p> <p>BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. 2013-2015 Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.</p> <p>BOOTH, T., AINSCOW, M., 2016. Index inklúzie. Fuller Davies. 4. vydanie. 2016. 244s. Dostupné na: &lt; <a href="https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf">https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf</a>&gt; ISBN: 978-80-89403-19-6.</p> <p>HÁJKOVÁ, V., STRNADOVÁ, I., 2010. Inkluzivní vzdělávání. Praha: Garda. 2010. ISBN: 978-80-247-3070.</p> <p>LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN: 978-80-262-1123-5.</p> <p>Recommended reading:</p> <p>PEŠEK, T., ŠKRABSKÝ, T., NOVOSÁDOVÁ, M., DOČKALOVÁ, J., 2019. Šlabikář neformálního vzdělávání v práci s mládeží. ANEV. 2019. 191s. Dostupné na: &lt;<a href="https://www.slabikarnfv.eu/slabikar_digital_cs.pdf">https://www.slabikarnfv.eu/slabikar_digital_cs.pdf</a>&gt; ISBN: : 978-80-907579-0-5.</p> <p>SCHMIDTOVÁ, M., 2012. Koncepcia inkluzívneho vzdelávania zdravotne znevýhodnených. Bratislava: Úrad vlády, 2012.</p> <p>SCHMIDTOVÁ, M., 2013. Inkluzívna škola-ako na to? Možnosti transformácie škôl smerom k inklúzii. In. HAPALOVÁ, M., KRIGLEROVÁ, E., 2013. O krok bližšie k inklúzii. Bratislava: Centrum pre výskum etnicity a kultúry, 2013. ISBN 978-80-971343-0-3.</p> <p>VÍTKOVÁ, M., BARTOŇOVÁ, M., 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava, 2019. 179 s. ISBN 978-80-7510-334-5.</p> <p>Zákony, vyhlášky a metodické pokyny v aktuálnom znení.</p>
<p><b>Languages necessary to complete the course:</b></p>

Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 167						
A	ABS	B	C	D	E	FX
67,66	0,0	21,56	5,99	2,4	0,0	2,4
<b>Lecturers:</b> Mgr. Martin Záni, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex010/22	<b>Course title:</b> Methodology and research methods in special education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 20 hours of preparation for the intermediate test; 20 hours of preparation for the final test; 30 hours of preparation for the oral exam. TOTAL: 75 hours of student work. Training methods: Explanation of individual topics of methodology and research methods in special education, with discussion of the topic covered, demonstration of examples of research paradigms, modeling of research in special education, modeling of examples of the use of research methods, current problems and open issues in research in special education.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% of the interim evaluation + 50% of the final evaluation. Interim assessment includes an interim test (50% of the assessment), final assessment includes a final test (25% of the mark) and an oral examination (25% of the mark). To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding). During the course of the course, the student has acquired an exceptional level of knowledge of research methodology in special education, an excellent level of orientation in research methods in special education, orientation in research methods in special education, orientation in research methods in special education, research paradigms in special education, gained a high level overview of contemporary research in special education. B (90-81%, very good - above average standard). During the course of the course, the student has gained an above-average level of knowledge of research methodology in special education, at an above-average level in research methods in special education, has a solid overview of research paradigms in special education, has gained an above-average level of understanding of current research paradigms in special education, has gained an above-average level of understanding of current research in special education.	

C (80-73%, good - normal reliable work). above average standard). During the course of the course, the student has gained an average level of knowledge of research methodology in special education, at an average level in research methods in special education, has a solid overview of research paradigms in special education, has gained an average level of understanding of current research in special education. Is able to link knowledge of research methodology with knowledge of acquired in other courses of study in special education.

D (72-66%, satisfactory - acceptable performance), The student meets the basic requirements for graduation of the course, possesses basic knowledge of research methodology and research methods in special education, has developed an overview of current research and research paradigms in special education. The student is able to relate the knowledge gained in the course to the knowledge gained in other the course of study in special pedagogy.

E (65-60%, satisfactory - results meet minimum criteria), The student has acquired during the study of the course the minimum accepted level of knowledge of research methodology in special education, an elementary level is oriented in research methods in special pedagogy, has developed has gained an understanding of research paradigms in special pedagogy, at a low level has gained an overview of research paradigms in special pedagogy. current research in special pedagogy. He/she can only at an elementary level link the knowledge of research methodology with the knowledge gained in other subjects of study in special education.

Fx (59-0%, insufficient - additional work required), Student does not meet even the minimum requirements for passing the course, does not possess basic knowledge of research methodology and research methods in special education, has not developed an overview of current research and research paradigms in special education. He/she is unable to relate the knowledge from the subject to the knowledge gained in other subjects of study in special education.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

The aim is to acquire basic knowledge about the methodology of special education, research methods used in special education, to understand the importance and role of research in the advancement of special education, understand research design and acquire the ability to interpret the results research in the context of special education research methodology. Upon completion, the student will understand the purpose of research in general and the purpose of special education of special education research, the concepts and specifics of special education research. The student understands different types of research methods, study design in general, and in research methods used in the special education setting.

The student has knowledge of a review of the recommended literature. develop a research question. The student knows the components of a research protocol, understands the importance of descriptive, correlational and causal research and their roles in the theory and practice of special education, student gains skills related to the development and implementation of a research plan. The student will be able to formulate a research questions, determine objectives in accordance with the research question, and select an appropriate study design to address the research question. The student is able to analyze the methodology used in individual research studies published in scientific journals, critically justify their validity.

Possesses knowledge and skills in ethics and protection of research subjects.

### **Class syllabus:**

- Science and research. The role of research in the sciences. Research in special education.
- The importance of theory in research in special education. Research in relation to paradigms in special education.
- Types and types of research in special education. Types and types of research in special pedagogy within the sub-disciplines of special education.



- Basic vs. applied research. Descriptive research, when and how? Correlational and causal research. Examples of research in special education.
- Qualitative vs. quantitative research? Mixed research designs in special education.
- Action research.
- Quantitative research design in special education.
- Structure of a research design. Formulation of research aims, objectives, hypotheses. Orientation in the topic, work with literature. Specifics of research samples in special education research.
- Basics of mathematical and statistical processing of research data. Interpretation of results and formulation of research conclusions.
- Qualitative research design in special education. Research methods of qualitative methodology: focus groups, phenomenological analysis, case study, time lines.
- Newer research paradigms in special education. Research with a small number of subjects.
- Single-subject design.
- Ethics in research in special education

#### **Recommended literature:**

Compulsory readings:

GAVORA, P. et al. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4. GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava: UK, 2008. ISBN 978-80-223-2391-8.

Recommended readings:

BAČÍKOVÁ, M., JANOVSÁ, M. 2018. Základy metodológie pedagogicko-psychologického výskumu. Košice: ŠafárikPress, 2018. ISBN 978-80-8152-695-4 Odporúčaná literatúra: VAŠEK, Š. 2008. Základy špeciálnej pedagogiky. Bratislava: Sapiaientia, 2008, kap. Metodológia špeciálnej pedagogiky, s. 68-86.

GAVORA, P. 2006. Sprievodca metodológiou kvalitatívneho výskumu. Bratislava: Regent, 2006. ISBN 80-88904-46-3. ŠVEC, Š. 1998. Metodológia vied o výchove. Bratislava: IRIS, 1998. ISBN 80-88778-73-5.

#### **Languages necessary to complete the course:**

Slovak language, english language, czech language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 238

A	ABS	B	C	D	E	FX
29,41	0,0	26,05	20,17	11,34	10,08	2,94

**Lecturers:** doc. PhDr. Marian Groma, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex032/22	<b>Course title:</b> Multimedia, software and special aids in special education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 20 hours of preparation of a practical output - aids for ZZ; 30 hours of preparation of the audiovisual output according to the assignment for the final evaluation. TOTAL: 55 hours of student work. Methods of conveying the content of education: lecture, interpretation of the curriculum using demonstrative methods, discussion, group work, methods of practical activities, self-study.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in lectures, where students acquire new knowledge, create practical educational materials and aids, which are continuously checked and evaluated by the teacher. During the semester, as part of the continuous evaluation, the student, based on the information obtained about the principles and procedures of creating aids, creates an aid for an individual with a disability of his/her choice (Disability, SP, TP, MP, AUT, NKS, PU, VNPD...). For this aid, he/she may receive a maximum of 30 points. At the end of the semester, students will create an audio-visual multimedia output to present to the entire study group. For this output they can get max. 70 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. To pass the course you must obtain a minimum of 60% of the marks. Criteria for the evaluation of the device - the following will be assessed: the idea/idea and its complexity, the material used, the colour, the possibility of disinfection of the device, attractiveness, stimulus, structurality, optimality of the output signal, external appearance, modifiability, multifunctionality, compactness, reliability, durability and ease of use, safety, strength, durability, adequate weight and size (volume). Criteria for assessing the audio-visual output - the subject and its processing in the specified area, the method of processing, the difficulty of processing, the compactness of processing, the quality of processing and the application of the student's digital competencies, the meaningfulness, usability. A - excellent performance, the student has created the aid and multimedia output at the required level, the outputs meet all the specified criteria and the acquired knowledge is transferred into them.	

B - excellent performance, the student has created a tool and/or multimedia output with minor shortcomings, but which do not prevent their usability in special education.

C - good performance, the student has created a tool and/or multimedia output with significant shortcomings, but the output is still usable in special education.

D - acceptable performance, both the aid and the multimedia output have significant shortcomings, the acquired knowledge is not sufficiently transferred into the output.

E - minimally acceptable performance, the aid and/or multimedia output has serious deficiencies, does not represent the acquired knowledge of the subject, the output is not applicable in special education.

Fx - unacceptable performance, the student did not meet the requirements set by the instructor during the semester.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

By completing the course, the student will acquire knowledge about digital and assistive technologies for the disabled, knowledge and up-to-date information about the available aids used in complex rehabilitation of the disabled. By completing the course, the student acquires skills in the creation of aids and multimedia outputs for professional work with the disabled. The student acquires the ability to create functional aids and audio-visual outputs applicable in complex rehabilitation of individuals with disabilities according to predefined criteria. The student is able to apply the acquired theoretical knowledge to practical skills by creating educational/compensatory/diagnostic aids for pupils with disabilities.

They will learn to create simple multimedia outputs and apply them in practice in a special education and rehabilitation environment. The student will be able to film, process, edit, support with sound/music and present their multimedia output on a given topic. Gain skills in the use of modern multimedia. The student will learn to process multimedia output for special education at an intermediate level, taking into account the specific needs of individuals with disabilities. The student will learn to use multimedia resources in the educational, re-education and rehabilitation process.

They will learn how to process outputs of different nature (audio, video, image, text, graphics, animation) for individuals with disabilities, taking into account the specificities of these individuals. Develops his/her digital skills through the creation of AV outputs, acquires competences and advanced skills (including digital skills) in the design and creation of aids and AV outputs usable in educational activities implemented in schools and educational establishments for the target group of pupils with special educational needs.

### **Class syllabus:**

The content of the course is divided into several subject headings and relevant sub-topics in order to ensure the achievement of the stated sub-objectives of education. The content structure is designed so that the student continuously develops his theoretical and practical digital and didactic-technological competences and at the same time strengthens his professional training in the subject area.

Aids, devices, techniques and technologies for individuals with disabilities. The student will gain an overview of aids/devices for individuals with disabilities. The student will learn the characteristics and differentiation of aids/instruments in special education.

The importance of multimedia and its use in the educational rehabilitation of the disabled. The student will acquire knowledge of applications and software in the digital environment. Gain skills in interactive information processing, use of interactive whiteboard. Understand the application and use of multimedia information in the educational process of students with disabilities.

Use of Power Point, PC, interactive whiteboard, tablet, etc. in special education. Special software and programs for individuals with disabilities - the student will become familiar with and memorize selected applications and software for ZZ - PETIT, KIJKDOOS, IN SIGHT, Look at Me, FONO, Altik, Pinf games, Gaze viewer, Discom, Grid3, Logogames, Flow works, educational flashcards, Awaz, Children's Corner, Bitsboard, Go talk Now, Painting for Kids, Jaws, Magic, Bear, etc. Utilization of animations in Power Point.

Creation of multimedia programs - principles, procedures, principles. The student will learn the procedures and methodology of creating multimedia outputs for individuals with disabilities. The student will be proficient in video, graphics, working with text, image, pictures, and sound. The student will become familiar with creating multimedia programs in an open source environment.

Recording, importing, exporting and processing audio and video into AV works. The student will gain skill-level ability to convert audio and video formats. Gain proficiency working with image compression, storing output on storage media.

### **Recommended literature:**

Required reading:

LOPÚCHOVÁ, J., KRAJČÍ, P. Teória a výskum digitálnych a asistenčných technológií v inkluzívnej špeciálnej pedagogike. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. 199 s. ISBN 978-80-7464-675-1

LOPÚCHOVÁ, J. Pomôcky a technológie v procese edukácie žiakov so sluchovým postihnutím In: Teória edukácie žiakov so sluchovým postihnutím 2. Bratislava : Iris, 2016. S. 306-335.

ISBN 978-80-89726-87-5

LOPÚCHOVÁ, J. , Mangová, L. Vzdelávanie žiakov so zrakovým postihnutím prostredníctvom nových informačných a komunikačných technológií s akcentom na využitie PC so špeciálnymi periférnymi zariadeniami. In: Komplexná rehabilitácia viacnásobne postihnutých : niektoré nové metodiky a programy. Bratislava : Mabag, 2009. S. 206-217. ISBN 978-80-89113-43-9

LOPÚCHOVÁ, J. Gramotnosť učiteľov vzdelávajúcich žiakov na základných školách so zrakovým postihnutím v oblasti moderných IKT. In: Aktuálne otázky špeciálnej pedagogiky na Slovensku [elektronický zdroj]. Senec : Slovenská únia mediátorov, 2009. S. 90-103 [CD-ROM]. ISBN 978-80-970251-2-0

LOPÚCHOVÁ, J. Moderné informačno-komunikačné technológie a ich používanie z pohľadu pedagógov žiakov so zrakovým postihnutím. In: Paedagogica specialis 26. Bratislava : Iris, 2012. S. 221-238. - ISBN 978-80-223-3287-3

LOPÚCHOVÁ, J. Uplatnenie počítačových programov a pomôcok na jednoduchšie ovládanie počítača v špeciálno-pedagogickom poradenskom procese. In: Paedagogica specialis 26.

Bratislava : Iris, 2012. - S. 239-249. ISBN 978-80-223-3287-3

LOPÚCHOVÁ, J. Tvorba multimediálnych PC programov pre deti so zrakovým postihnutím. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava : Iris, 2013. - S. 219-233. ISBN 978-80-89256-93-8

GREGUŠOVÁ, H., LOPÚCHOVÁ, J. Niektoré technologické inovácie v špeciálnej pedagogike. Bratislava: Sapientia, 2007. ISBN 978-80-89229-10-9.

Recommended reading:

LOPÚCHOVÁ, J. Informačno-komunikačné technológie (IKT) vo vzdelávaní jednotlivcov so zdravotným znevýhodnením. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. - Bratislava : Iris, 2010. - S. 467-502. ISBN 978-80-89238-37-8

LOPÚCHOVÁ, J. Internetové poradenstvo a cloudové technológie v špeciálnej pedagogike. In: Perspektivy speciální pedagogiky - potřeby, možnosti a výzvy [elektronický zdroj]. Olomouc : Univerzita Palackého, 2015. - S. 149-156 [online]. ISBN 978-80-244-4907-4

LOPÚCHOVÁ, J. Počítačový program ako inovatívna alternatíva na podporu zraku k tradičným reedukačným metódam. In: Sborník textů z 12. mezinárodní konference k problematice osob se

specifickými potrebami a 7. mezinárodní dramaterapeutická konference [elektronický zdroj]. - Olomouc : Univerzita Palackého, 2012. S. 493-521 [CD-ROM]. ISBN 978-80-244-2966-3

BENDO VÁ, Petra a JEŘÁBKOVÁ, Kateřina a RŮŽIČKOVÁ, Veronika. Kompenzační pomůcky pro osoby se specifickými potřebami. Olomouc: VUP, 2006. ISBN 80-244-1436-8.

ZIKL, Pavel. Využití ICT u dětí se speciálními potřebami. Praha: Grada, 2011. ISBN 978-80-247-7709-2.

HORVÁTHOVÁ, D. a kol. Komplexný pohľad na multimédiá. Banská Bystrica: Koprnt, 2001. ISBN 978-80-70983-17-1.

KIREŠ, Marián a kol. Multimédiá pre učiteľa. Bratislava: Asociácia projektu INFOVEK, 2002. ISBN 978-80-70983-17-1.

KRAJČÍ, Peter. Informačno-komunikačné technológie v edukácii žiakov s detskou mozgovou obrnou. In Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied (zborník z medzinárodnej konferencie). Bratislava: Iris, 2013. s. 77-93. ISBN 978-80-89238-87-3.

KRAJČÍ, P., LOPÚCHOVÁ, J. Uplatnenie interaktívnej tabule v edukácii detí s mentálnym postihnutím v predmete vecné učenie. In Špeciálna pedagogika na Slovensku v kontexte rokov 1967-2012. Bratislava: Iris, 2012. s. 742-750.

TURČÁNI, Milan - POLÁK, Jozef. Nový pohľad na pedagogické aspekty multimediálnej počítačovej podpory vysokoškolskej výučby. In: Technológia vzdelávania. 2003, no.2, s.8-10. ISSN 1335-003X.

**Languages necessary to complete the course:**

slovak language and czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 233

A	ABS	B	C	D	E	FX
87,12	0,0	5,15	3,43	0,0	0,0	4,29

**Lecturers:** doc. PaedDr. Jana Lopúchová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex030/22	<b>Course title:</b> Pedagogical and legal standards for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 25 hours of seminar work preparation; 25 hours of preparation for the final exam (test). A TOTAL of 55 hours of student work. Methods of education: monological methods (lecturing, interpretation, explanation), dialogical methods (interview, discussion), situational methods (case studies)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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. 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 earns less than 59 points for the entire semester. To pass the course, a minimum score of 60% is required. A - a student in the high above-average band masters the knowledge and information about current pedagogical and legal norms related to the upbringing and education of children and pupils with special educational needs. The student in the high above average band has acquired a basic overview of the pedagogical and legal norms governing the education of children and pupils with special educational needs from a historical perspective. The student in the high above average band gained knowledge of third generation international documents focusing on the protection of human rights and their impact on the education of persons with special educational needs. B - Student knows/mastery of the learning outcomes specifically outlined above at the A level is above average, but critical thinking is borderline. C - although the student knows but cannot apply to practice, a student in the average band masters the learning outcomes specifically described above for assessment A),	

<p>D - the student knows, but in a satisfactory form. The student has satisfactory mastery of the learning outcomes specifically described above for an A rating. Further self-study and acquisition of additional practical skills are expected in practice, although the results are acceptable.</p> <p>E - the student knows basic knowledge meeting the minimum criteria. The student knows the learning outcomes specifically described above for the A assessment with the minimum criteria. Further self-study and acquisition of additional practical skills is expected as the results are borderline underperforming.</p> <p>Fx - Student does not sufficiently master even with the minimum criteria the learning outcomes specifically outlined above for an A grade, Repeat course is required.</p> <p>The rating is awarded on a scale:</p> <p>A (100-91%, excellent - outstanding results),</p> <p>B (90-81%, very good - above average standard),</p> <p>C (80-73%, well - normal reliable work),</p> <p>D (72-66%, satisfactory - acceptable results),</p> <p>E (65-60%, sufficient - results meet minimum criteria),</p> <p>Fx (59-0%, insufficient - extra work required).</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b></p> <p>The student will gain expanding knowledge and information about current pedagogical and legal norms related to the education of children and pupils with special educational needs. The student will gain a basic overview of pedagogical and legal norms governing the education of children and pupils with special educational needs from a historical perspective. The student has knowledge of the third generation international documents focusing on the protection of human rights and their impact on the education of persons with special educational needs.</p> <p>Other competences: communication skills, organisational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.</p>
<p><b>Class syllabus:</b></p> <p>The content of the course is conceived as a summary of knowledge related to the issues of creation, historiography and currently valid pedagogical and legal norms, the knowledge of which is mandatory for the work of a special educator - educator and pedagogical assistant.</p> <p>Main themes of the course: characteristics of legal norms, legal system in the Slovak Republic. Classification of legal norms. Primary and secondary legal norms. Issues of legal norms development. The content of the course is focused on a brief historiography of pedagogical and legal norms related to the issue of education of persons with special educational needs. Furthermore, it is a familiarization with the current pedagogical and legal norms in force in Slovakia, their comparison with foreign countries. Third generation international documents focusing on the protection of human rights and their impact on the education of persons with special educational needs.</p>
<p><b>Recommended literature:</b></p> <p>Medzinárodné dokumenty tretej generácie so zameraním na ochranu ľudských práv.</p> <p>Zákon č.596/2003 Z.z o štátnej správe v školstve a školskej samospráve v znení neskorších predpisov.</p> <p>Zákon č.245/2008 Z.z o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov.</p> <p>Zákon č.317/2009 Z.z o pedagogických zamestnancoch a odborných zamestnancoch v znení neskorších predpisov.</p> <p>Vyhláška MŠ SR č.320/2008 Z.z o základnej škole v znení neskorších predpisov.</p> <p>Vyhláška MŠ SR č. 322/2008 Z.z o špeciálnych školách v znení neskorších predpisov.</p>

Vyhláška MŠ SR č..323/2008 Z.z o špeciálnych výchovných zariadeniach v znení neskorších predpisov.  
 Vyhláška MŠ SR 325/2008Z.z. o školských zariadeniach výchovného poradenstva a prevencie v znení neskorších predpisov.  
 Zákon č.138/2019 Z.z o pedagogických zamestnancoch a odborných zamestnancoch v znení neskorších predpisov.  
 Vyhláška MŠ SR 1/2020 Z.z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov v znení neskorších predpisov.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 300

A	ABS	B	C	D	E	FX
34,67	0,0	31,33	22,33	6,33	3,0	2,33

**Lecturers:** PaedDr. Jana Verešová

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex030/22	<b>Course title:</b> Pedagogical and legal standards for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 25 hours of seminar work preparation; 25 hours of preparation for the final exam (test). A TOTAL of 55 hours of student work. Methods of education: monological methods (lecturing, interpretation, explanation), dialogical methods (interview, discussion), situational methods (case studies)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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. 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 earns less than 59 points for the entire semester. To pass the course, a minimum score of 60% is required. A - a student in the high above-average band masters the knowledge and information about current pedagogical and legal norms related to the upbringing and education of children and pupils with special educational needs. The student in the high above average band has acquired a basic overview of the pedagogical and legal norms governing the education of children and pupils with special educational needs from a historical perspective. The student in the high above average band gained knowledge of third generation international documents focusing on the protection of human rights and their impact on the education of persons with special educational needs. B - Student knows/mastery of the learning outcomes specifically outlined above at the A level is above average, but critical thinking is borderline. C - although the student knows but cannot apply to practice, a student in the average band masters the learning outcomes specifically described above for assessment A),	

<p>D - the student knows, but in a satisfactory form. The student has satisfactory mastery of the learning outcomes specifically described above for an A rating. Further self-study and acquisition of additional practical skills are expected in practice, although the results are acceptable.</p> <p>E - the student knows basic knowledge meeting the minimum criteria. The student knows the learning outcomes specifically described above for the A assessment with the minimum criteria. Further self-study and acquisition of additional practical skills is expected as the results are borderline underperforming.</p> <p>Fx - Student does not sufficiently master even with the minimum criteria the learning outcomes specifically outlined above for an A grade, Repeat course is required.</p> <p>The rating is awarded on a scale:</p> <p>A (100-91%, excellent - outstanding results),</p> <p>B (90-81%, very good - above average standard),</p> <p>C (80-73%, well - normal reliable work),</p> <p>D (72-66%, satisfactory - acceptable results),</p> <p>E (65-60%, sufficient - results meet minimum criteria),</p> <p>Fx (59-0%, insufficient - extra work required).</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b></p> <p>The student will gain expanding knowledge and information about current pedagogical and legal norms related to the education of children and pupils with special educational needs. The student will gain a basic overview of pedagogical and legal norms governing the education of children and pupils with special educational needs from a historical perspective. The student has knowledge of the third generation international documents focusing on the protection of human rights and their impact on the education of persons with special educational needs.</p> <p>Other competences: communication skills, organisational skills, analytical skills, creativity, intuition, abstract thinking, critical thinking, metacognitive skills, digital skills, interpersonal skills.</p>
<p><b>Class syllabus:</b></p> <p>The content of the course is conceived as a summary of knowledge related to the issues of creation, historiography and currently valid pedagogical and legal norms, the knowledge of which is mandatory for the work of a special educator - educator and pedagogical assistant.</p> <p>Main themes of the course: characteristics of legal norms, legal system in the Slovak Republic. Classification of legal norms. Primary and secondary legal norms. Issues of legal norms development. The content of the course is focused on a brief historiography of pedagogical and legal norms related to the issue of education of persons with special educational needs. Furthermore, it is a familiarization with the current pedagogical and legal norms in force in Slovakia, their comparison with foreign countries. Third generation international documents focusing on the protection of human rights and their impact on the education of persons with special educational needs.</p>
<p><b>Recommended literature:</b></p> <p>Medzinárodné dokumenty tretej generácie so zameraním na ochranu ľudských práv.</p> <p>Zákon č.596/2003 Z.z o štátnej správe v školstve a školskej samospráve v znení neskorších predpisov.</p> <p>Zákon č.245/2008 Z.z o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov.</p> <p>Zákon č.317/2009 Z.z o pedagogických zamestnancoch a odborných zamestnancoch v znení neskorších predpisov.</p> <p>Vyhláška MŠ SR č.320/2008 Z.z o základnej škole v znení neskorších predpisov.</p> <p>Vyhláška MŠ SR č. 322/2008 Z.z o špeciálnych školách v znení neskorších predpisov.</p>

Vyhláška MŠ SR č.323/2008 Z.z o špeciálnych výchovných zariadeniach v znení neskorších predpisov.  
 Vyhláška MŠ SR 325/2008Z.z. o školských zariadeniach výchovného poradenstva a prevencie v znení neskorších predpisov.  
 Zákon č.138/2019 Z.z o pedagogických zamestnancoch a odborných zamestnancoch v znení neskorších predpisov.  
 Vyhláška MŠ SR 1/2020 Z.z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov v znení neskorších predpisov.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 300

A	ABS	B	C	D	E	FX
34,67	0,0	31,33	22,33	6,33	3,0	2,33

**Lecturers:** PaedDr. Jana Verešová

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex098/22	<b>Course title:</b> Pedagogy and Educational Rehabilitation of Persons with Autism Spectrum Disorders
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 25 hours of seminar work preparation; 15 hours of preparation for the interim assessment; 35 hours of exam preparation. A total of 80 hours of student work. Learning methods: Linking teaching with practice; discussion of the topic covered; small group work; teaching of the subject by practitioners; interpretation of the material; explanation; mind maps; quiz; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia presentation means; project methods; guided brainstorming; analytical-synthetic and comparative methods.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment, the ratio of interim and final assessment is 100/0. The course will end with a written test of the knowledge acquired throughout the semester, supplemented by a defense of the term paper. A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 71 points for a C grade, a minimum of 61 points for a D grade and a minimum of 51 points for an E grade. Credit will not be awarded to a student who scores less than 50 points on the written test. Assessment further consists of continuous verbal evaluation and individual and group feedback during the semester. The assessment is awarded on a scale: A (100 - 91%, excellent - outstanding), B (90 - 81%, very good - above average standard), C (80 - 71%, good - normal reliable work), D (70 - 61 %, satisfactory - acceptable results), E (60 - 51%, satisfactory - results meet the minimum criteria), Fx (50 - 0%, insufficient - additional work required). A - excellent performance, the student knows and masters the knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders with regard to the specifics resulting from the individual disorders. The student understands the knowledge, is able to	

create, critically evaluate and apply knowledge from the field to practice; B - excellent performance, the student knows/controls the knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders, but critical thinking is borderline. C - good performance, the student knows/learned the knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders, understands it, but cannot apply it to practice; D - satisfactory performance, the student knows/learned the basic knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders, but lacks the understanding and competence to apply the knowledge to practice; E - sufficient performance, the student has acquired elementary knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders, which is not sufficient for competence to apply it in practice; Fx - insufficient performance, the student has not acquired/does not master knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders. Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Students will acquire adequate theoretical knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders. Students will become familiar with and learn the specifics of individuals with autism spectrum disorders with respect to the type, form of the disorder, and age of the individuals. Students will gain knowledge of the specifics of educating individuals with autism spectrum disorders in educational institutions of various types. Students will develop theoretical knowledge in the field of education and educational rehabilitation of individuals with autism spectrum disorders, which they will learn to apply in practice. Students will acquire knowledge of special methods of education, re-education, stimulation, correction and compensation used with individuals with autism spectrum disorders. Students will strengthen and develop communication skills, critical thinking skills, reasoning in context, as well as motivation and the ability to learn. Students will become proficient in the methods, methodologies, and techniques of special education and educational rehabilitation for individuals with autism spectrum disorders.

### **Class syllabus:**

Defining the basic concepts of pedagogy for individuals with autism spectrum disorders. Specifics of educational rehabilitation of individuals with autism spectrum disorders. Principles and methods of educational rehabilitation used with individuals with autism spectrum disorders. Specifics in the development and implementation of individual educational programs. Specific problems in the education of individuals with autism spectrum disorders. Specifics of educational rehabilitation for individuals with autism spectrum disorders in institutions of various types. Inclusive education of individuals with autism spectrum disorders. Individual educational program and its creation for individuals with autism spectrum disorders.

### **Recommended literature:**

Compulsory/Recommended readings:

Povinná literatura:

ADAMUS, P., VANČOVÁ, A. a LÖFFLEROVÁ, M. 2017. Poruchy autistického spektra v kontextu aktuálních interdisciplinárních poznatků. Ostrava: Pedagogická fakulta Ostravské univerzity, 2017. ISBN 978-80-7464-957-8.

THOROVÁ, K. 2016. Poruchy autistického spektra. 1. vyd. Praha: Portál, 2016. ISBN 978-80-262-0768-9.

Odporúčaná literatura:

BARBERA, M. L. a RASMUSSEN, T. 2018. Rozvoj verbálního chování. Brno: Masarykova univerzita, 2018. ISBN: 978-80-210-9212-9.

- COOPER, J. O., HERON, T. E. and HEWARD, W. L. 2019. Applied Behavior Analysis (3rd Edition). Hoboken, NJ: Pearson Education, 2019. ISBN 978-0-13-475255-6.
- ČADILOVÁ, V., ŽAMPACHOVÁ, Z. 2008. Strukturované učení: Vzdělávání dětí s autismem a jinými vývojovými poruchami. Praha: Portál, 2008. ISBN 978-80-7367-475-5.
- DRUŽKOVSKÁ, L., TRELLOVÁ, I. a VANČOVÁ, A. 2020. Hodnotenie preferencií v edukačnom procese detí s poruchami autistického spektra. In: Paedagogica specialis 34. Bratislava: Iris, 2020. s. 356 – 369. ISBN 978-80-223-5049-5.
- MIKURČÍKOVÁ, L. a TRELLOVÁ, I. 2020. Učenie alternatívneho a žiadúceho správania pri riešení problémového správania u detí s poruchou autistického spektra. In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. 2020. s. 264 – 283. ISBN 978-555-2591-4.
- VANČOVÁ, A. 2010. Individuálny výchovno-vzdelávací program ako významný prostriedok napomáhajúci integrovanému vzdelávaniu žiakov so zdravotným znevýhodnením. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010. s. 127 – 152. ISBN 978-80-89238-37-8.
- VANČOVÁ, A. 2005. K problematike výchovnej a komplexnej rehabilitácie detí s autizmom. In: Aktuálne otázky teórie a praxe špeciálnej pedagogiky: Aktuálne otázky výchovnej rehabilitácie postihnutých a špeciálnopedagogickej pedeutológie. Bratislava: Sapientia, 2005. s. 324 – 344. ISBN 80-969112-9-5.
- VANČOVÁ, A. 2017. Vzdelávanie žiakov s poruchou autistického spektra bez mentálnej retardácie - príklady dobrej praxe. In: Paedagogica specialis: 31. Bratislava: Univerzita Komenského, 2017. s. 9 – 33. ISBN 978-80-223-4438-8.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 215

A	ABS	B	C	D	E	FX
60,93	0,0	23,26	11,16	1,86	0,93	1,86

**Lecturers:** prof. PaedDr. Alica Vančová, CSc., Mgr. Lenka Nadányi, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex098/22	<b>Course title:</b> Pedagogy and Educational Rehabilitation of Persons with Autism Spectrum Disorders
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 25 hours of seminar work preparation; 15 hours of preparation for the interim assessment; 35 hours of exam preparation. A total of 80 hours of student work. Learning methods: Linking teaching with practice; discussion of the topic covered; small group work; teaching of the subject by practitioners; interpretation of the material; explanation; mind maps; quiz; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia presentation means; project methods; guided brainstorming; analytical-synthetic and comparative methods.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment, the ratio of interim and final assessment is 100/0. The course will end with a written test of the knowledge acquired throughout the semester, supplemented by a defense of the term paper. A minimum of 91 points is required for an A grade, a minimum of 81 points for a B grade, a minimum of 71 points for a C grade, a minimum of 61 points for a D grade and a minimum of 51 points for an E grade. Credit will not be awarded to a student who scores less than 50 points on the written test. Assessment further consists of continuous verbal evaluation and individual and group feedback during the semester. The assessment is awarded on a scale: A (100 - 91%, excellent - outstanding), B (90 - 81%, very good - above average standard), C (80 - 71%, good - normal reliable work), D (70 - 61 %, satisfactory - acceptable results), E (60 - 51%, satisfactory - results meet the minimum criteria), Fx (50 - 0%, insufficient - additional work required). A - excellent performance, the student knows and masters the knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders with regard to the specifics resulting from the individual disorders. The student understands the knowledge, is able to	

create, critically evaluate and apply knowledge from the field to practice; B - excellent performance, the student knows/controls the knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders, but critical thinking is borderline. C - good performance, the student knows/learned the knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders, understands it, but cannot apply it to practice; D - satisfactory performance, the student knows/learned the basic knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders, but lacks the understanding and competence to apply the knowledge to practice; E - sufficient performance, the student has acquired elementary knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders, which is not sufficient for competence to apply it in practice; Fx - insufficient performance, the student has not acquired/does not master knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders. Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Students will acquire adequate theoretical knowledge in the field of pedagogy and educational rehabilitation of individuals with autism spectrum disorders. Students will become familiar with and learn the specifics of individuals with autism spectrum disorders with respect to the type, form of the disorder, and age of the individuals. Students will gain knowledge of the specifics of educating individuals with autism spectrum disorders in educational institutions of various types. Students will develop theoretical knowledge in the field of education and educational rehabilitation of individuals with autism spectrum disorders, which they will learn to apply in practice. Students will acquire knowledge of special methods of education, re-education, stimulation, correction and compensation used with individuals with autism spectrum disorders. Students will strengthen and develop communication skills, critical thinking skills, reasoning in context, as well as motivation and the ability to learn. Students will become proficient in the methods, methodologies, and techniques of special education and educational rehabilitation for individuals with autism spectrum disorders.

### **Class syllabus:**

Defining the basic concepts of pedagogy for individuals with autism spectrum disorders. Specifics of educational rehabilitation of individuals with autism spectrum disorders. Principles and methods of educational rehabilitation used with individuals with autism spectrum disorders. Specifics in the development and implementation of individual educational programs. Specific problems in the education of individuals with autism spectrum disorders. Specifics of educational rehabilitation for individuals with autism spectrum disorders in institutions of various types. Inclusive education of individuals with autism spectrum disorders. Individual educational program and its creation for individuals with autism spectrum disorders.

### **Recommended literature:**

Compulsory/Recommended readings:

Povinná literatura:

ADAMUS, P., VANČOVÁ, A. a LÖFFLEROVÁ, M. 2017. Poruchy autistického spektra v kontextu aktuálních interdisciplinárních poznatků. Ostrava: Pedagogická fakulta Ostravské univerzity, 2017. ISBN 978-80-7464-957-8.

THOROVÁ, K. 2016. Poruchy autistického spektra. 1. vyd. Praha: Portál, 2016. ISBN 978-80-262-0768-9.

Odporúčaná literatura:

BARBERA, M. L. a RASMUSSEN, T. 2018. Rozvoj verbálního chování. Brno: Masarykova univerzita, 2018. ISBN: 978-80-210-9212-9.



- COOPER, J. O., HERON, T. E. and HEWARD, W. L. 2019. Applied Behavior Analysis (3rd Edition). Hoboken, NJ: Pearson Education, 2019. ISBN 978-0-13-475255-6.
- ČADILOVÁ, V., ŽAMPACHOVÁ, Z. 2008. Strukturované učení: Vzdělávání dětí s autismem a jinými vývojovými poruchami. Praha: Portál, 2008. ISBN 978-80-7367-475-5.
- DRUŽKOVSKÁ, L., TRELLOVÁ, I. a VANČOVÁ, A. 2020. Hodnotenie preferencií v edukačnom procese detí s poruchami autistického spektra. In: Paedagogica specialis 34. Bratislava: Iris, 2020. s. 356 – 369. ISBN 978-80-223-5049-5.
- MIKURČÍKOVÁ, L. a TRELLOVÁ, I. 2020. Učenie alternatívneho a žiadúceho správania pri riešení problémového správania u detí s poruchou autistického spektra. In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. 2020. s. 264 – 283. ISBN 978-555-2591-4.
- VANČOVÁ, A. 2010. Individuálny výchovno-vzdelávací program ako významný prostriedok napomáhajúci integrovanému vzdelávaniu žiakov so zdravotným znevýhodnením. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010. s. 127 – 152. ISBN 978-80-89238-37-8.
- VANČOVÁ, A. 2005. K problematike výchovnej a komplexnej rehabilitácie detí s autizmom. In: Aktuálne otázky teórie a praxe špeciálnej pedagogiky: Aktuálne otázky výchovnej rehabilitácie postihnutých a špeciálnopedagogickej pedeutológie. Bratislava: Sapientia, 2005. s. 324 – 344. ISBN 80-969112-9-5.
- VANČOVÁ, A. 2017. Vzdelávanie žiakov s poruchou autistického spektra bez mentálnej retardácie - príklady dobrej praxe. In: Paedagogica specialis: 31. Bratislava: Univerzita Komenského, 2017. s. 9 – 33. ISBN 978-80-223-4438-8.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 215

A	ABS	B	C	D	E	FX
60,93	0,0	23,26	11,16	1,86	0,93	1,86

**Lecturers:** PaedDr. Róberta Drugová

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex099/22	<b>Course title:</b> Pedagogy and Educational Rehabilitation of the Intellectually Gifted
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 20 hours of preparation for the interim assessment; 40 hours of exam preparation. A total of 80 hours of student work. Learning methods: Discussion, interpretation, brainwriting, role-playing method.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with a final test on the subject. Credits will not be awarded to a student who does not obtain at least 60% of the total grade on the written test. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. 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 can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b>	

The student defines basic concepts, orientates in the relevant legislation, explains the development and history of care for individuals with giftedness and talent, knows the system of education and training of individuals with intellectual giftedness, understands the importance of educational rehabilitation of the intellectually gifted in the context of comprehensive rehabilitation care, understands the specifics of family educational care of children with intellectual giftedness. The student knows the basic activities for the development of gifted children and can apply them in practice.

The student develops critical thinking, communication skills, motivation, and the ability to learn and reason in context.

### **Class syllabus:**

The aim of the course is to learn about the issues of pedagogy and educational rehabilitation of individuals with intellectual giftedness. To become familiar with the basic terminology, principles, aims and possibilities of education and training of children and pupils with intellectual talent in accordance with the current legislation.

Course outline:

1.Terminological foundations of the pedagogy of the intellectually gifted. 2.Characteristics of individuals with giftedness and talent (models, types, stages, personality characteristics). 3.History of care and development of the field of the pedagogy of the intellectually gifted (personalities in the pedagogy of the intellectually gifted). 4.Current legislation supporting the education of intellectually gifted students. 5.The system of upbringing and education of intellectually gifted individuals. 6.Educational rehabilitation of the intellectually gifted in the context of comprehensive rehabilitative care. 7.Objectives, methods, forms and means of education of intellectually gifted individuals. 8. Education in the family of a child with intellectual giftedness and counseling activities aimed at the care of a child with intellectual giftedness. 9. Activities, inspirational games and puzzles for the development of gifted children and pupils in school, out-of-school and leisure time settings.

### **Recommended literature:**

Compulsory readings:

CIHELKOVÁ, J., 2017. Nadané dítě ve škole. Náměty pro výuku pro celou třídu. Praha:Portál. 2017. ISBN: 978-80-262-1248-5.

FOŘTÍKOVÁ, J., 2009. Talent a nadání. Jejich rozvoj ve volném čase. Národní institut dětí a mládeže MŠMT. Praha. 2009. ISBN: 978-80-86784-75-5.

JURÁŠKOVÁ, J., 2003. Základy pedagogiky nadaných. Pezinok: Formát, 2003. ISBN 80-89005-11 X.

SOKOLOVÁ, H., POKORNÁ, A., FIŠEROVÁ, M., 2020. Školní zralost a nadané dítě. Raabe. 2020. ISBN: 978-80-7496-453-4.

Recommended readings:

HŘÍBKOVÁ, L., 2009. Nadání a nadaní. Praha: Grada, 2009. ISBN 978-80-247-1998-6.

KOVÁŘOVÁ, R., KLUGOVÁ, I., 2009. Edukace nadaných dětí a žáků. 1. vydanie. Ostravská univerzita v Ostravě. 2010. ISBN 978-80-7368-430-3.

LANDAU, E., 2007. Odvaha k nadání. Praha: Akropolis, 2007. ISBN 978-80-86930-48-4.

RUSINKOVÁ, L., 2014. Komunikačné hry a aktivity so žiakmi s aspergerovým syndrómom v ŠKD. Osvedčená skúsenosť odbornej praxe. Bratislava. 2014. Dostupné na: < [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/7\\_ops\\_rusinkova\\_lenka\\_-\\_komunikacne\\_hry\\_a\\_aktivity\\_so\\_ziakmi\\_s\\_aspergerovym\\_syndromom\\_v\\_skd.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/7_ops_rusinkova_lenka_-_komunikacne_hry_a_aktivity_so_ziakmi_s_aspergerovym_syndromom_v_skd.pdf)>

Zákony, vyhlášky a metodické pokyny v aktuálnom znení.

### **Languages necessary to complete the course:**

Slovak language and Czech language

<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 199						
A	ABS	B	C	D	E	FX
59,8	0,0	16,08	10,55	8,04	2,01	3,52
<b>Lecturers:</b> PhDr. Jana Jurášková, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex053/22	<b>Course title:</b> Pedagogy of Persons with Learning Disabilities
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 20 hours of preparation for the seminar work, 20 hours of preparation for the interim assessment, 35 hours of exam preparation. A total of 80 hours of student work. Methods of education: Interpretation of the curriculum with continuous application of the theoretical knowledge on practical examples and video demonstrations, followed by a discussion on the topic. Theoretical teaching will be accompanied by methodical preparation of students through a seminar assignment at the school.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Over the course of the semester, the student will present his/her seminar research paper in the area of specific learning disabilities. 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. A student may receive a maximum of 80 points for the written final test and a maximum of 20 points for the seminar paper. Credit will not be awarded unless the student earns at least 55% on the written test. A minimum of 60% is required to pass the course. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot	

<p>adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.</p> <p>Scale of assessment (preliminary/final): 50/50</p>
<p><b>Learning outcomes:</b></p> <p>The student will acquire adequate theoretical knowledge in the field of specific learning disabilities, demonstrate knowledge of the required literature and basic legislative recommendations. Acquire basic knowledge in the field of manifestations of specific learning disabilities, define and identify the basic concepts and causes of specific learning disabilities in the context of developmental periods.</p> <p>The student develops communication skills, critical thinking, motivation to learn, to think in context.</p>
<p><b>Class syllabus:</b></p> <p>The aim of the course is the knowledge and orientation in the issues of causes, manifestations and educational approaches in pupils with specific learning disabilities in an inclusive school environment.</p> <p>The basis of the course is:</p> <p>1.Excursus into the history of specific learning disabilities 2. Definition of the manifestations and definitions of specific learning disabilities. 3. Etiology from biological, medical and cognitive perspectives. 4. Bio-psycho-social model of learning in pupils with specific learning disabilities. 4. Family and family constellations. 4. Social inclusion, peer group. 4. System of education of children, pupils. 5. Counselling support, the position of counsellors in supporting pupils with specific learning difficulties. 6. Legislative definition.</p>
<p><b>Recommended literature:</b></p> <p>Required reading:</p> <p>BARTOŇOVÁ, M. 2020. Prístupy a intervence k jedincům se specifickými poruchami učení. Bratislava. Iris 2020.</p> <p>BARTOŇOVÁ, M. 2018. Specifické poruchy učení : text k distančnímu vzdělávání. Brno: Paido, 2012. 237 s. ISBN 9788073152321.</p> <p>HARČARÍKOVÁ, T. 2010. Základy pedagogiky jednotlivcov so špecifickými poruchami učenia. Bratislava Iris. 2010. ISBN 978-80-89238-31-6.</p> <p>Recommended reading:</p> <p>BARTOŇOVÁ, M. VÍTKOVÁ, M. et al. 2016. Strategie vzdělávání žáků se speciálními vzdělávacími potřebami v inkluzivním prostředí základní školy. Texty k distančnímu vzdělávání. 1. vyd. Brno: Paido, 2016. 27 s. ISBN 978-80-7315-255-0.</p> <p>DAWSON, P. GUARE, R. (2017). Chytré, ale roztěkané. Praha: Knihy Omega. 2017.</p> <p>LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN: 978-80-262-1123- 5.</p> <p>ZELINKOVÁ, O. Poruchy učení. Vyd. 11. Praha: Portál, 2009. 264 s. ISBN 978-80-7367-514-1</p> <p>Zákony, vyhlášky a metodické pokyny v aktuálnom znení.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language and Czech language</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 229						
A	ABS	B	C	D	E	FX
39,74	0,0	26,64	12,66	7,42	10,48	3,06
<b>Lecturers:</b> doc. PaedDr. Terézia Harčáriková, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex018/22	<b>Course title:</b> Pedagogy of leisure
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 10 hours of preparation for teaching during the semester, 20 hours of preparation for interim assessment, 25 hours of preparation for final assessment. A total of 60 hours of student work. Teaching methods: Dialogical methods - interview, group discussion, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving tasks and assignments.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the interim assessment. Assessment: consists of a mid-term and a final assessment (40+60, 100 points in total). Intermediate assessment: consists of the preparation of a term paper and its oral presentation or practical application in class. Final assessment: consists of an examination of the knowledge acquired. Semester work: consists of a creative assignment for 40 marks (20+20). It includes an electronic portfolio - a plan for experiential activities in the context of leisure education based on a set structure (20b) and its presentation or application of the created activities in the classroom (20b). The final assessment consists of: a knowledge test for 60pts. The written exam/test consists of a theoretical preparation for the course in basic concepts and a study of the literature. Prerequisites: The grade is awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results but significant errors occur), E (65-60%, fair - results meet minimum criteria), Fx (59-0%, inadequate - additional work required).	



A minimum score of 60% is required to pass the course.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

By completing the subject Pedagogy of Leisure Time, the student should:

- know the content of leisure time pedagogy as a scientific discipline: functions, goals and requirements, areas of leisure time education,
- know the subjects of leisure education and their importance in the meaningful influence of leisure time of an individual in society,
- to be able to apply the acquired knowledge in the creation of leisure activities,
- to be able to create a leisure activity plan and to be able to apply it in practice,
- be able to present their creative outputs to a group,
- be able to justify the appropriateness of the choice of didactic categories within the leisure activity plan,
- understand the importance of leisure time as a fundamental value in human life.

Transferable competences: the student strengthens soft skills such as communication skills through creative tasks in the course, furthermore, he/she realizes the creation of a website as an e-portfolio with the use of feedback, interpersonal skills within the group - activation in the group, taking the initiative and responsibility.

### **Class syllabus:**

The pedagogy of leisure is to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and are necessary in the purposeful education of children, youth and adults. The course in Pedagogy of Leisure Time clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.

Topics:

Basic concepts of leisure pedagogy. Objectives of leisure time education. Didactic process of leisure education and the creation of a plan for activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of education and training in leisure time. Institutions and facilities providing leisure and interest activities.

### **Recommended literature:**

NOVOTNÁ, E. 2017. Pedagogika voľného času. Teória výchovy mimo vyučovania vo voľnom čase. Rokus: Prešov, 2017. 224s. ISBN 978-80-89540-58-0.

ZELINOVÁ, M. 2007. Hry pro rozvoj emocí a komunikace. Koncepce a model tvorivěhumanistické výchovy. Portál: Praha, 2007. 139s. ISBN 978-80-7367-197-6 (e-kniha).

Recommended readings:

JASLOVSKÁ, B., KOLDEOVÁ, L. 2022. Voľný čas v práci učiteľa a ďalších pedagogických profesií. Kapitola v metodickom materiáli k Stáži A, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, 2022.

JASLOVSKÁ, B., STRAKOŠ, J. 2022. Profesijný rast učiteľa: formálne a neformálne vzdelávanie, informálne učenie sa. Kapitola v metodickom materiáli k Stáži B, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, 2022.

KRATOCHVÍLOVÁ, E. 2010. Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Trnava: Typii Universitatis Tyrnaviensis, VEDY, 2010. 356 s.

ISBN 978-80-8082-330-6. ZELINOVÁ, M. 2012. Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Iura Edition: Bratislava, 2012. 146s. ISBN 978-80-8078-479-9.						
<b>Languages necessary to complete the course:</b> Slovak and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 71						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PaedDr. Lujza Koldeová, PhD., prof. PaedDr. Ján Danek, CSc.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex018/22	<b>Course title:</b> Pedagogy of leisure
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 10 hours of preparation for teaching during the semester, 20 hours of preparation for interim assessment, 25 hours of preparation for final assessment. A total of 60 hours of student work. Teaching methods: Dialogical methods - interview, group discussion, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving tasks and assignments.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the interim assessment. Assessment: consists of a mid-term and a final assessment (40+60, 100 points in total). Intermediate assessment: consists of the preparation of a term paper and its oral presentation or practical application in class. Final assessment: consists of an examination of the knowledge acquired. Semester work: consists of a creative assignment for 40 marks (20+20). It includes an electronic portfolio - a plan for experiential activities in the context of leisure education based on a set structure (20b) and its presentation or application of the created activities in the classroom (20b). The final assessment consists of: a knowledge test for 60pts. The written exam/test consists of a theoretical preparation for the course in basic concepts and a study of the literature. Prerequisites: The grade is awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results but significant errors occur), E (65-60%, fair - results meet minimum criteria), Fx (59-0%, inadequate - additional work required).	

A minimum score of 60% is required to pass the course.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

By completing the subject Pedagogy of Leisure Time, the student should:

- know the content of leisure time pedagogy as a scientific discipline: functions, goals and requirements, areas of leisure time education,
- know the subjects of leisure education and their importance in the meaningful influence of leisure time of an individual in society,
- to be able to apply the acquired knowledge in the creation of leisure activities,
- to be able to create a leisure activity plan and to be able to apply it in practice,
- be able to present their creative outputs to a group,
- be able to justify the appropriateness of the choice of didactic categories within the leisure activity plan,
- understand the importance of leisure time as a fundamental value in human life.

Transferable competences: the student strengthens soft skills such as communication skills through creative tasks in the course, furthermore, he/she realizes the creation of a website as an e-portfolio with the use of feedback, interpersonal skills within the group - activation in the group, taking the initiative and responsibility.

### **Class syllabus:**

The pedagogy of leisure is to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and are necessary in the purposeful education of children, youth and adults. The course in Pedagogy of Leisure Time clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.

Topics:

Basic concepts of leisure pedagogy. Objectives of leisure time education. Didactic process of leisure education and the creation of a plan for activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of education and training in leisure time. Institutions and facilities providing leisure and interest activities.

### **Recommended literature:**

NOVOTNÁ, E. 2017. Pedagogika voľného času. Teória výchovy mimo vyučovania vo voľnom čase. Rokus: Prešov, 2017. 224s. ISBN 978-80-89540-58-0.

ZELINOVÁ, M. 2007. Hry pro rozvoj emocí a komunikace. Koncepce a model tvorivěhumanistické výchovy. Portál: Praha, 2007. 139s. ISBN 978-80-7367-197-6 (e-kniha).

Recommended readings:

JASLOVSKÁ, B., KOLDEOVÁ, L. 2022. Voľný čas v práci učiteľa a ďalších pedagogických profesií. Kapitola v metodickom materiáli k Stáži A, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, 2022.

JASLOVSKÁ, B., STRAKOŠ, J. 2022. Profesijný rast učiteľa: formálne a neformálne vzdelávanie, informálne učenie sa. Kapitola v metodickom materiáli k Stáži B, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, 2022.

KRATOCHVÍLOVÁ, E. 2010. Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Trnava: Typii Universitatis Tyrnaviensis, VEDY, 2010. 356 s.

ISBN 978-80-8082-330-6. ZELINOVÁ, M. 2012. Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Iura Edition: Bratislava, 2012. 146s. ISBN 978-80-8078-479-9.						
<b>Languages necessary to complete the course:</b> Slovak and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 71						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Ján Danek, CSc.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex054/22	<b>Course title:</b> Pedagogy of persons with behavioural disorders
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 25 hours preparation of seminar paper and ppt presentation; 45 hours of preparation for the interim assessment. A total of 75 hours of student work. Methods of educational activities: Interpretation, group discussion, interview, guided discussion of the topic, guided self-study and work with the text.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm seminar paper and present the seminar paper to their classmates for 40 points and to pass a midterm test for 60 points, a total of 100 points. The successful completion of the course is subject to obtaining at least 60% of the maximum possible grade for the course. A grade of A requires a minimum of 91 points, a grade of B requires a minimum of 81 points, a grade of C requires a minimum of 73 points, a grade of D requires a minimum of 66 points, and a grade of E requires a minimum of 60 points. Weighting of the midterm/final assessment: 100/0. The rating is awarded on a scale: A (100 - 91%, excellent performance, student knows/can do/creates/critically evaluates) B (90 - 81%, excellent performance, student can/does, but critical thinking is borderline) C (80 - 73%, good performance, student knows/learns but cannot apply to practice) D (72 - 66%, acceptable performance, student satisfactorily knows/learned but cannot apply to practice) E (65-60%, satisfactory performance, student meets minimum criteria in knowledge acquired, cannot apply to practice), Fx (59 - 0%, poor performance, student does not meet the criteria, cannot apply to practice). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will acquire adequate theoretical knowledge in the field of pedagogy of persons with behavioural disorders. They will learn about the history of the field, important figures and learn to	

use the professional terms of the field. They will learn the elementary tasks, goals and philosophy of residential care. They will become familiar with the basic determinants in family, school, and other social settings. Further, the student develops analytical and active thinking skills when working with assigned professional text, is able to compare and evaluate information, and plan activities. Actively uses digital technologies for their further learning and development within special education.

**Class syllabus:**

Historiographical contexts of the field. Important representatives of the field. Interdisciplinarity of the field. Classification of behavioural disorders. Aspects of classification, aetiology and manifestations of behavioural disorders. Fundamentals of etopedic prevention, diagnosis and counselling. Roles and objectives of residential facilities. Socio-educational characteristics of the child and pupil with behavioural disorders. Determination of family, school and wider social environment.

**Recommended literature:**

Compulsory readings:

KURUC, M. 2013. Poruchy správania u detí a adolescentov a ich pedagogická diagnostika.

Bratislava: Univerzita Komenského v Bratislave. 2013. ISBN 978-80-223-3512-6

SMETANOVÁ, D. a kol. 2014. Prejavy správania u vybraných skupín žiakov základných škôl. 1. vyd. Bratislava: Univerzita Komenského, Pedagogická fakulta, 2014. ISBN 978-80-89726-17-2

Recommended readings:

HUTYROVÁ, M. a kol. 2019. Děti a problémy v chování. Etopedie v praxi. Bratislava: Portál, 2019. ISBN 9788026215233.

KALEJA, M. 2013. Etopedická propedeutika v inkluzivní speciální pedagogice. Ostrava: PdF OU, 2013. ISBN 978-80-7664-396-5

KALEJA, M. 2013. Teorie a praxe etopedie. Ostrava: PdF OU, 2013. ISBN 978-80-7464-419-1

SMETANOVÁ, D. 2013. Výsledky štúdie zameranej na internetové poradenstvo v SR v oblasti porúch emocionality a porúch správania. In: Rozmanité světy internetového poradenství. Brno: Modrá linka, 2013. ISBN 978-80-260-4345-4

SMETANOVÁ, D. 2012: Participácia sociálnej pedagogiky pri problémovom správaní detí a mládeže v školskom prostredí. In: Poruchy správania ako sociálny a edukačný fenomén.

Bratislava : Iris, 2012. ISBN 978-80-89238-69-9

VANČOVÁ, A., KEČKÉŠOVÁ, M., SMETANOVÁ, D. 2017. Ochrana práv dieťaťa a rodiny v Slovenskej republike rámcovaná platnou legislatívou. 1. vyd. Bratislava: Slovak education publishing, 2017. ISBN 978-80-89834-03-7

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:****Past grade distribution**

Total number of evaluated students: 229

A	ABS	B	C	D	E	FX
72,93	0,0	19,21	3,49	1,75	0,44	2,18

**Lecturers:** Mgr. Monika Podhorská

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex043/22	<b>Course title:</b> Pedagogy of the Physically Disabled, Sick and Handicapped
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 8 hours of teaching per semester (lecture) - combined method Student workload: 8 hours of teaching; 92 hours of preparation for mid-term and final assessment. A total of 100 hours of student work. Methods of education: Monologic method, explanation, discussion of the topic, problem solving.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with a written test of the knowledge acquired throughout the semester. A minimum of 91 points is required for an A grade and a minimum of 81 points is required for a B grade, at least 71 points for a grade C, at least 61 points for a grade D and at least 61 points for an grade E at least 51 points. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students will acquire basic theoretical knowledge in the field of pedagogy of the disabled, sick and medically impaired. They will learn to think in historical and contemporary contexts and acquire the ability to think independently and critically in the context of the subject matter.	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>• History of care for the disabled, sick and infirm.</li> <li>• The history of pedagogy for the disabled, sick and disabled.</li> <li>• Significant personalities of the field of pedagogy of the disabled, sick and disabled - Jedlička, Bakule, Bartoš and others.</li> <li>• Definitional framework of the issue. Theoretical and philosophical background of the field.</li> <li>• An individual with a physical disability. A sick and disabled individual.</li> <li>• Categorization and characteristics of sick individuals.</li> <li>• Contemporary conceptions of the individual with disability, illness and impairment.</li> <li>• Comprehensive rehabilitation care.</li> </ul>	



- Medical rehabilitation.
- Educational rehabilitation.
- Vocational rehabilitation.
- Social rehabilitation.
- Current trends in the pedagogy of the disabled, ill and handicapped.
- Inclusive trends in education.

### **Recommended literature:**

#### **Required reading:**

HARČARÍKOVÁ, T., KOLLÁROVÁ, E. 2016. Základy pedagogiky telesne postihnutých, chorých a zdravotne oslabených. 1. vyd. Bratislava : Iris, 2016. - 165 s. ISBN 978-80-89726-81-3

HARČARÍKOVÁ, T. 2014. Pedagogika telesne postihnutých, chorých a zdravotne oslabených v kontextoch edukácie. 1. vyd. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. 97 s. ISBN 978-80-7464-631-7

JANKŮ, K., HARČARÍKOVÁ, T. 2016. Multidimenzionalita tělesného postižení z pohledu komplexní rehabilitační péče. 1. vyd. Ostrava : Ostravská univerzita, 2016. - 146 s. ISBN 978-80-7464-886-1

#### **Recommended reading:**

HARČARÍKOVÁ, T. 2014. Význam pracovného poradenstva a podporovaného zamestnávania v pracovnej rehabilitácii a sociálnej inklúzii jednotlivcov s telesným postihnutím In: Inkluzivní dimenze primárního a sekundárního vzdělávání ve speciální pedagogice. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 68-102. - ISBN 978-80-7464-692-8

HARČARÍKOVÁ, T. 2014. Žiak mladšieho školského veku s telesným postihnutím, znevýhodnením a onemocnením In: Inkluzivní vzdělávání žáků mladšího školního věku se speciálními vzdělávacími potřebami. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 139-179. - ISBN 978-80-7464-674-4

HARČARÍKOVÁ, T. 2015. Možnosti pracovného uplatnenia jednotlivcov s telesným postihnutím, chorobou a zdravotným oslabením v podmienkach chránených dielní a chránených pracovísk vo vybraných krajoch na Slovensku. In: Speciální pedagogika. Roč. 25, č. mim. 2015. s. 317-327. - ISSN 1211-2720

HARČARÍKOVÁ, T. 2011. Sebahodnotenie - základný aspekt školského sebahodnotenia žiakov s telesným postihnutím In: Speciální pedagogika : teorie a praxe oboru v 21. století. Hradec Králové : Gaudeamus, 2011. s. 256-272. ISBN 978-80-7435-132-7

HARČARÍKOVÁ, T. 2011. Pedagogika telesne postihnutých, chorých a zdravotne oslabených – teoretické základy. Bratislava: IRIS, 2011. ISBN 978-80-89238-59-0

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

### **Languages necessary to complete the course:**

Slovak language and Czech language

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 236

A	ABS	B	C	D	E	FX
26,27	0,0	23,31	19,92	14,41	11,02	5,08

<b>Lecturers:</b> doc. PaedDr. Terézia Harčáriková, PhD.
<b>Last change:</b> 11.09.2023
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex044/22	<b>Course title:</b> Pedagogy of the hearing impaired
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 8 hours of teaching per semester (lecture) - combined method Student workload: 8 hours of teaching; 20 hours of semester work preparation; 15 hours of preparation for the first interim assessment; 15 hours of preparation for the second interim assessment, 50 hours of preparation for the final exam, 10 hours of completing assigned tasks during the semester. A total of 118 hours of student work. Methods of education: monological - lecture, interpretation, dialogical - interview, discussion, problem-based methods - creation of mind maps, brainstorming, guided self-study - working with text, solving tasks and assignments.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be two written examinations of 10 points each during the semester (20 points total), a term paper must be completed (25 points), and the student comes prepared for the seminar (5 points). The student will not be allowed to take the final test (50 points) until a minimum of 30 points has been earned during the semester. This means that he/she cannot be awarded credit for the course. The student must score a minimum of 50% on the final test. For a final grade A, you need at least 91 points, for a grade B at least 81 points, for a grade C at least 73 points, for a grade D at least 66 points and for a grade E at least 60 points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot	

adequately apply to practice; E-minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.  
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**

Upon completion of the course, the student will know basic PSP terminology and the history of caring for this population. The student is familiar with the classification of hearing impairment and persons with hearing loss from the perspective of multiple disciplines, the implications of hearing loss for education, employment and social participation. Can theoretically describe the communication system of the hearing impaired in its different levels. The student has knowledge of current trends in the pedagogy of the hearing impaired, especially in relation to educational options (special schools, integrated/inclusive education). The student knows the basic therapeutic areas that are developed in the pedagogy of the hearing impaired (hearing education, speech education, responsiveness) and the problem areas that are addressed in the discipline.

The following transferable skills are also developed in the course Pedagogy of the Hearing Impaired: communication skills, analytical skills, abstract and critical thinking skills, motivation and the ability to learn and think in context, metacognitive skills.

**Class syllabus:**

1. Definition of PSP terminology. 2. Internal structure of the PSP. 3. History of education of children and pupils with SP. 4. Pedagogical conception of hearing impairment, goals and object of PSP, description of SP population, types and degrees of hearing impairment. 5. Consequences of hearing loss. 6. Therapeutic aspects in PSP. 7. Communication of the hearing impaired. 8. Institutional education of the SP at present, special schools, integrated/inclusive education. 9. Trends in the pedagogy of the hearing impaired. 10. Methods of education of the hearing impaired in the past and present, their common and different principles. 11. The biggest problems in the education of children and pupils with hearing impairment.

**Recommended literature:**

Required reading:

LEONHARDT, A. 2001. Úvod do pedagogiky SP. Bratislava: Sapiencia 2001. ISBN 80-967180-8-8.

TARCSIOVÁ, D. 2008. Pedagogika sluchovo postihnutých – vybrané kapitoly. Bratislava:

MABAG, s.r.o. 2008, 102s. ISBN 978-80-89-89113-52-1.

LECHTA, V. a kol. 2016. Inkluzívni pedagogika. Praha: Portál. 440 s. ISBN 978-80-7367-679-7. (len vybrané časti).

Recommended reading:

HOVORKOVÁ, S. - RZYMANOVÁ, M. - TARCSIOVÁ, D. 2017. Máme dieťa s poruchou sluchu: 2. Bratislava: Pontis, 2017. 442 s. ISBN 978-80-89895-06-9. (len vybrané časti)

HOVORKOVÁ, S. - RZYMANOVÁ, M. - TARCSIOVÁ, D. 2018. Máme dieťa s poruchou sluchu: 1. Bratislava: Pontis, 2018. 547 s. [print] ISBN 978-80-89895-11-3. (len vybrané časti)

PLEVA, J. 1994. Rozvoj organizovanej starostlivosti o sluchovo postihnutých na Slovensku I. diel, Bratislava: SZSP, 1994.

PLEVA, J. 1995. Rozvoj organizovanej starostlivosti o sluchovo postihnutých na Slovensku II. diel. Bratislava: SZSP, 1995.

LEONHARDT, A. 2001. Úvod do pedagogiky SP. Bratislava: Sapiencia 2001. ISBN 80-967180-8-8.

MARSCHARK, M. 2001. Language development in Children Who Are Deaf: Research Synthesis. Rochester: National Technical Institute for the Deaf. 2001. 63 s.

TARCSIOVÁ, D. 2010. Základy pedagogiky sluchovo postihnutých. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010. 275-315 s. ISBN 978-80-89238-37-8. ative (inclusive) special pedagogy. Bratislava: Iris, 2010. 275-315 p. ISBN 978-80-89238-37-8.

**Languages necessary to complete the course:**

Slovak language, Czech language and English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 246

A	ABS	B	C	D	E	FX
2,85	0,0	13,82	31,3	23,58	12,6	15,85

**Lecturers:** prof. PaedDr. Darina Tarcsiová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex042/22	<b>Course title:</b> Pedagogy of the mentally handicapped
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 8 hours of teaching per semester (lecture) - combined method Student workload: 8 hours of teaching; 22 hours of two written assignments; 25 hours of independent ongoing study, preparation for direct teaching, 50 hours of preparation for the final assessment, 1 hour of mid-term test, 2 hours of final test. A total of 108 hours of student work. Methods of delivering educational content: Lecture, explanation of individual topics with discussion on the topics focusing on individual topics, demonstration of examples from history and the present, presentation of information through multimedia, application of comparative and critical thinking in the assignment to identify, understand, assimilate and compare the necessary professional information according to the topics of the course, work with professional sources, search in the sources, processing of professional texts on the assigned topics from the sources.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, each student will prepare 2 written assignments according to the instructions of the lecturers, from individual subject areas (each assignment max. 15 points, for a total of 2 assignments max. 30 points)). The student must pass the final test (60 points), the student must obtain a minimum of 50% of the points from the final test, i.e. 30 points. A student may earn a maximum of 10 points per activity during each class period. The condition for successful completion of the course is obtaining at least 60% of the maximum possible course grade. The rating is awarded on a scale: A (100-91 points, excellent - outstanding results), B (90-81 points, very good - above average standard), C (80-73points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient - results meet minimum criteria), Fx (59-0points, insufficient - extra work required)	

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 you must obtain a minimum of 60% of the marks.

A - excellent performance, the student has acquired knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new knowledge, systematizes it, has created written outputs at the required level, the outputs, including the final test, meet all the specified criteria and the acquired knowledge is excellently transferred into them.

B - excellent performance, the student has mastered the knowledge and the required level with slight deviations, critical thinking is at a high level but with minor deficiencies in the systematization of knowledge, created written outputs with minor deficiencies and are well transferred into them acquired knowledge.

C - good performance, the student has mastered the required knowledge at an average level, critical thinking and evaluation is weakened, can analyze the acquired knowledge, problems appear in the synthesis and linking of knowledge, produced written outputs with some deficiencies and are acceptably transferred into them acquired knowledge.

D - acceptable performance, the student has mastered and acquired knowledge of the subject area at a reduced level, critical and synthetic thinking is significantly weakened, there is no linking of what has been learned, written outputs have significant shortcomings, the acquired knowledge is not transferred into them to a sufficient extent.

E - minimally acceptable performance, the student has acquired knowledge at a very low level, critical thinking is failing, a more developed level of synthesis and generalization is absent, written outputs have serious deficiencies, do not adequately represent the acquired knowledge of the subject,

Fx - unacceptable performance, the student did not meet the requirements set by the instructor during the semester.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

the student has acquired relevant basic information about the concept, subject, content and system of pedagogy of the mentally handicapped and has acquired an adequate introductory basis for the study of this specialisation of special pedagogy. The student has acquired knowledge of the etiology, symptomatology, prevalence, characteristics, and categorization of intellectual disability. Acquired pertinent knowledge on the subject matter from related sciences. Gained an overview of the system of institutions for the mentally retarded and the basic communication strategies of the mentally retarded. Acquired basic knowledge of educational rehabilitation of the mentally handicapped. Acquired knowledge of the basic areas of pedagogy of the mentally handicapped, including in comparative contexts. Excerpted scholarly data from relevant sources, and was able to adequately text, present, and discuss these data.

### **Class syllabus:**

meaning, conception, subject, system and division of pedagogy of the mentally disabled. Historiography of PMP. Personalities developing PMP. Scientific language and terminological apparatus of PMP. Definition, terminology, occurrence, etiology, and categorization of intellectual disability from the perspective of PMP using knowledge from related sciences. Selection and diagnosis of the mentally retarded. Basic characteristics of mentally retarded persons. Communication theory of the mentally retarded. Philosophy of special education of the mentally retarded. Educational rehabilitation of the mentally handicapped. System of schools and institutions for the mentally handicapped. Alternative directions in PMP. Comparison of basic knowledge in PMP with foreign countries.

**Recommended literature:**

Povinná literatúra:

VANČOVÁ, A. 2005. Základy pedagogiky mentálne postihnutých. Bratislava: Sapiencia, 2005. ISBN 80-968797-6-6.

VANČOVÁ, A. 2008. Pedagogika mentálne postihnutých (vybrané kapitoly). Bratislava: Mabag, 2008. ISBN 978-80-89113-55-2.

VANČOVÁ, A. 2014. Inovácie v teórii, metodológii a praxeológii pedagogiky mentálne postihnutých. - 1. vyd. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. 200 s.

GOGOŤ, T., BIŠČO KASTELOVÁ, A., PREČUCHOVÁ ŠTEFANOVIČOVÁ, A., ŠULOVSKÁ, M., VANČOVÁ, A. 2013. Pedagogika mentálne a viacnásobne postihnutých raného a predškolského veku. – 1. vyd. Bratislava : Iris, 2013. 244 s. ISBN

Odporúčaná literatúra:

VANČOVÁ, A. 2010. Základy pedagogiky mentálne postihnutých. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava : Iris, 2010. S. 157-190. ISBN 978-80-89238-37-8

VANČOVÁ, A., MRÁZOVÁ, I., POLONCOVÁ, A., 2021. Význam a činnosť ústavu Ernestínium pre slabomyseľných jednotlivcov pre rozvíjanie pedagogiky mentálne postihnutých v Čechách a na Slovensku koncom 19.-teho storočia = Importance and activity of the institute Ernestínium for weak -minded individuals for the development of pedagogy of the mentally handicapped in the Czech Republic and Slovakia at the end of the 19th century. In: Špeciálna pedagogika a reflexia inkluzívnych vzdelávacích trendov : zborník vedeckých príspevkov. Brno : MSD, 2021. S. 199-214. ISBN 978-80-7392-371-6

VANČOVÁ, A., MIHÁLIKOVÁ ŽITŇÁKOVÁ, Ž. 2021. Mentálne postihnutie, mentálna retardácia, intelektová nespôsobilosť, vývinová porucha intelektu komparácia prístupov k vymedzeniu týchto javov a pojmov v rôznych klasifikačných systémoch. In: Paedagogica specialis 35. - Bratislava : Univerzita Komenského v Bratislave, 2021. S. 8-25. ISBN 978-80-223-5252-9

VANČOVÁ, A., MIHÁLIKOVÁ ŽITŇÁKOVÁ, Ž. 2021. Komparácia prístupov k ponímaniu a definovaniu mentálneho postihnutia, mentálnej retardácie, intelektovej nedostatočnosti / poruche v kontexte interdisciplinarity. In: Spoločné problémy špeciálnej a inkluzívnej pedagogiky. - Bratislava : IRIS Vydavateľstvo a tlač, 2021. S. 61-80. ISBN 978-80-8200-086-6

VANČOVÁ, A. 2015. Historiografická analýza pôsobenia a prínosu doc. Vladimíra Predmerského pre rozvoj teoretickej i praxeologickej oblasti špeciálnej pedagogiky In: Speciální pedagogika. - Roč. 25, č. mim. (2015), s. 396-410. - ISSN 1211-2720

VANČOVÁ, A. 2015. Konceptuálne, definičné a terminologické posuny a zmeny v pedagogike mentálne postihnutých ako dôsledok paradigmatických zmien vo vedách o človeku a výchove. In: Efeta - otvor sa. - Roč. 15, č. 4 2005, s. 2-8. - ISSN 1335-1397

BAJO, I., VAŠEK, Š. 1996. Pedagogika mentálne postihnutých. Bratislava: Sapiencia, 1996.

ŠVARCOVÁ, I. 2011. Mentální retardace. Praha: Portál, 2011. ISBN 978-80-7367-889-0.

VALENTA, M., MULLER, O. 2003. Psychopedie. Praha: Parta, 2003. ISBN 80-7320-039-2.

BARTOŇOVÁ, M., BAZALOVÁ, M., PIPEKOVÁ, M. 2007. Psychopedie. Brno: Paido, 2007. ISBN 978-80-7315-144-7.

VAŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava: Sapiencia, 2005. ISBN 80-86723-13-5

Školský zákon a iné právne normy.

**Languages necessary to complete the course:**

slovak language and czech language

**Notes:**



<b>Past grade distribution</b>						
Total number of evaluated students: 234						
A	ABS	B	C	D	E	FX
22,22	0,0	32,05	27,78	10,68	3,42	3,85
<b>Lecturers:</b> Mgr. Martin Záni, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex037/22	<b>Course title:</b> Pedagogy of the multiply handicapped
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 25 hours of seminar work preparation; 48 hours of preparation for the final assessment, 2 hours final test. A total of 80 hours of student work. Methods of education: The basic method during the introductory lectures is the monological method - lecture and explanation of the theoretical background of the subject. The linking of teaching with practice and the application of theoretical knowledge to practical examples is widely applied. Discussion of the topics discussed. Group work of students in brainstorming. Application of comparative and critical thinking in the assignment to identify, understand, assimilate and collate the necessary professional information according to the topics of the course, work with professional sources, search in sources, elaboration of professional texts on the assigned topics from sources	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, each student will produce 2 written assignments according to the instructions of the lecturers, from individual subject areas (each assignment max. 10 points, total for 2 assignments max. 20 points). The student must pass the final test (60 points), the student must obtain a minimum of 50 % of the points, i.e. 30 points, in the final test. A student may earn a maximum of 20 points for an activity during each class period. The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade. The rating is awarded on a scale: A (100 - 91 points, excellent - outstanding results), B (90 - 81 points, very good - above average standard), C (80 - 73 points, good - normal reliable work), D (72 - 66 points, satisfactory - acceptable results), E (65 - 60 points, sufficient - the results meet the minimum criteria), Fx (59 - 0 points, insufficient - extra work required).	

<p>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.</p> <p>A - excellent performance, the student has acquired knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new knowledge, systematizes it, has created written outputs at the required level, the outputs, including the final test, meet all the specified criteria and the acquired knowledge is excellently transferred into them.</p> <p>B - excellent performance, the student has mastered the knowledge and the required level with slight deviations, critical thinking is at a high level but with minor deficiencies in the systematization of knowledge, created written outputs with minor deficiencies and are well transferred into them acquired knowledge.</p> <p>C - good performance, the student has mastered the required knowledge at an average level, critical thinking and evaluation is weakened, he/she can analyze the acquired knowledge, problems appear in synthesizing and linking knowledge, he/she has produced written outputs with some deficiencies and the acquired knowledge is transferred into them acceptably.</p> <p>D - acceptable performance, the student has mastered and acquired knowledge of the subject area at a reduced level, critical and synthetic thinking is significantly weakened, there is no linking of what has been learned, written outputs have significant shortcomings, the acquired knowledge is not transferred into them to a sufficient extent.</p> <p>E - minimally acceptable performance, the student has acquired knowledge at a very low level, critical thinking is failing, a more developed level of synthesis and generalization is absent, written outputs have serious deficiencies, do not adequately represent the acquired knowledge of the subject,</p> <p>Fx - unacceptable performance, the student did not meet the requirements set by the instructor during the semester.</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b></p> <p>The student has acquired relevant basic information about the concept, subject, content and system of pedagogy of the multiply handicapped and has acquired an adequate introductory basis for the study of this specialisation of special pedagogy. He/she gained an overview of the history of the discipline and its personalities. Acquired knowledge of the etiology, symptomatology, prevalence, characteristics, and categorization of multiple disabilities. Learned how to apply knowledge from related disciplines. Gained an overview of the system of institutions for multiple disabilities and of basic communication strategies for multiple disabilities. Acquired adequate knowledge of diagnosis as well as educational rehabilitation of the multiply handicapped. He has learned the basics of comparisons in the discipline.</p>
<p><b>Class syllabus:</b></p> <p>Meaning, conception, subject, system and division of pedagogy of the multiply handicapped. The historiography of the pedagogy of multiple disabilities. Definition, terminology, prevalence, etiology of multiple disabilities in the context of knowledge of related sciences. Categorization of multiple disabilities. Selection and diagnosis of multiple disabilities. Basic characteristics of multiply disabled persons. Communication theory of multiple disabilities. Philosophy of special education of the multiply handicapped. System of schools and facilities for the multiply handicapped. Comparison of the discipline's findings with those from abroad.</p>
<p><b>Recommended literature:</b></p> <p>Required reading:</p>

VANČOVÁ, A. 2010. Pedagogika viacnásobne postihnutých. Bratislava : KKT, o.z., 2010. ISBN 978-80-970228-1-5.

VANČOVÁ, A. 2001. Edukácia viacnásobne postihnutých. Bratislava : Sapiencia, 2001. ISBN 80-967180-7-X.

VANČOVÁ, A. 2010. Základy pedagogiky viacnásobne postihnutých. In: Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava : Iris, 2010. S. 355 – 395. ISBN 978-80-89238-37-8.

GOGO VÁ, T., KASTELOVÁ, A., PREČUCHOVÁ ŠTEFANOVIČOVÁ, A., ŠULO VSKÁ, M. a VANČOVÁ, A. 2013. Pedagogika mentálne a viacnásobne postihnutých raného a predškolského veku. 1. vyd. Bratislava: Iris, 2013. ISBN 978-80-89238-90-3.

Recommended reading:

VÁŠEK, Š., VANČOVÁ, A., GYULA, H., FÖLDIOVÁ, Z., KOVÁCSOVÁ, M., RADVÁNYIOVÁ, K., VÁGÖOVÁ, A. E., JAKUBÓCZYOVÁ, H., MÁRKUSOVÁ, E. 1999. Pedagogika viacnásobne postihnutých. - 1. vyd. Bratislava : Sapiencia, 1999. ISBN 80-967180-4-5lh.

LUDÍKOVÁ, L. 2005. Kombinované vady. Olomouc : UP, 2005. ISBN 80-244-1154-7.

HANÁK, P. a kol. 2005. Diagnostika a edukace dětí a žáků s těžkým zdravotním postižením. Praha : IPPP, 2005. ISBN 80-868556-10-0.

VÁŠEK, Š. 2005. Základy špeciálnej pedagogiky. Bratislava : Sapiencia, 2005. ISBN 80-86723-13-5.

VOJTKO, T. 2011. Přehled skladebných komponent z latinské a řecké terminologie pro speciální pedagogiku. Hradec Králové : Gaudeamus, 2011. ISBN 978-80-7435-066-5.

Školský zákon a iné právne normy

**Languages necessary to complete the course:**

Slovak language, Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 219

A	ABS	B	C	D	E	FX
35,62	0,0	33,33	26,94	2,74	0,0	1,37

**Lecturers:** Mgr. Kristína Ondrašínová

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex045/22	<b>Course title:</b> Pedagogy of the visually impaired
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 8 hours of teaching per semester (lecture) - combined method Student workload: 8 hours of teaching; 25 hours of semester work preparation; 30 hours of preparation for the interim assessment; 45 hours of preparation for the final assessment; TOTAL: 108 hours. Methods of delivering the learning content: lecture, lecturing, discussion, video analysis, solving model situations, brainstorming, self-study.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50/50 weighting of interim and final evaluation. There will be one written examination during the semester in which the student will have the opportunity to earn a maximum of 25 points. During the semester, the student must complete a term paper on a topic assigned by the instructor, for which he/she may earn an additional 25 points. In the final written examination, the student may obtain a maximum of 50 points. A student who does not obtain at least 30 points during the semester will not be admitted to the final assessment. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). 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 50 % marks in any of the assignments. To pass the course, a score of at least 60% is required. A - excellent performance, the student masters the basic concepts of the pedagogy of the visually impaired, acquires its terminological apparatus, knows how to use it correctly, can differentiate the basic special-pedagogical processes and phenomena, can apply what he/she has learnt on the theoretical level to practice, solves fictitious problem-solving tasks and model situations without	

any problems; the term paper meets all the set criteria; critically thinks and evaluates special-pedagogical phenomena and processes;

B - excellent performance, the student knows the basic concepts, terminology, but in the application of knowledge to the practical level are observed minor deficiencies, shows less activity in solving problem problems and model situations; in the semester work are observed moderate deficiencies; critical thinking shows minor deficiencies;

C - good performance, the student has mastered the material, but can only partially apply what he/she has learned to the practical level, solves model situations with problems and with the help of the teacher; does not show complete orientation in scientific language and relevant terminology, more extensive deficiencies are registered in the term paper; critical thinking and evaluation show more significant deficiencies.

D - acceptable performance, the student has acquired knowledge only partially, in the issue of the visually impaired and in terminology as well as in scientific language has significant shortcomings, he/she cannot transfer what he/she has learned to the practical level; his/her term paper meets the minimum criteria; critical thinking with significant shortcomings and managed only with the teacher's navigation.

E - minimally acceptable performance, the student has acquired knowledge at an elementary level, cannot adequately respond to problem tasks and transfer knowledge to the praxeological level, cognitive thinking at an elementary level.

Fx - unacceptable performance, the student did not meet the requirements set by the instructor during the semester.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

After completing the course, the student has basic knowledge of the field of education of the visually impaired, mastering scientific language and terminology currently used. He/she is familiar with the etiology of visual impairments and their implications for education and the life of the individual; he/she is familiar with the differentiation of the visually impaired; he/she is familiar with the specific manifestations of visual impairments and their impact on the development of the visually impaired individual with an emphasis on communication, self-care, mobility, and spatial orientation. Oriented to sensory perception and compensatory mechanisms, the student has mastered methods of correction, re-education, and compensation for limitations or absence of visual perception. The acquired knowledge can be applied in the work/education of individuals with visual impairment, whether in the process of educational rehabilitation or in the field of extracurricular education or other professional activities.

During the semester, the student develops communication skills, ICT skills, critical thinking, and reasoning in context.

### **Class syllabus:**

The aim of the course is to acquire basic knowledge about the pedagogy of the visually impaired (PZP) as a scientific discipline, about special pedagogical processes and phenomena in PZP, about terminology and procedures that are essential for a future special educator (educator, assistant educator) in working with such individuals.

Pedagogy of individuals with visual impairment (VI) as a special-pedagogical discipline - the student has mastered the terminological definition, differentiation of visual impairment and individuals with VI, understood the inclusion of VI in the system of sciences, mastered its vertical and horizontal division, familiarized with the goals, tasks and subject of VI.

Etiology and symptomatology of visual impairment - the student understands the basic causes (set of causes) and reasons for the occurrence of visual impairment, has mastered the basic differentiation of visual impairment, has gained an overview of the symptomatology of visual impairment).

Differentiation of individuals with visual impairment and their characteristics. Basic types of visual impairments and their characteristics - the student knows the basic aspects of differentiation of individuals with visual impairments, can characterize individual groups of individuals, can explain at a professional level the characteristics of individual visual impairments and their implications for education and the life of the individual.

History of care for individuals with visual impairment - the student is familiar with the history of care and education of the visually impaired, has an overview of the basic historical milestones of care, oriented in the ways of care for the visually impaired in the different historical periods of development of society.

Specifics in communication, spatial orientation and independent movement (OaM) of individuals with visual impairment - the student masters basic communication approaches, characteristics and strategies of communication with the visually impaired and especially with the blind, learns basic elements of orientation and mobility in theoretical terms, understands the principles of training and development of OaM and theoretically masters approaches supporting the development of communication of the individual.

Sensory perception and compensatory mechanisms in people with disabilities - the student has mastered the theoretical methods of correction, re-education and compensation of limitation or absence of visual perception, is oriented in the ways of sensory support for individuals with disabilities, understands the importance of compensatory mechanisms and their support/development.

Aids, devices, digital and assistive technologies for the visually impaired - the student has an overview of the possibilities of technical, digital and assistive support for the visually impaired, knows how to differentiate between different types of aids, knows the principles of their application in education and in the life of the visually impaired, knows how to use them in practice.

Special education diagnosis of individuals with visual impairments. Special education counselling for individuals with visual impairment - understands the basic principles of special education diagnostics aimed at determining the state of visual abilities of individuals with visual impairment, theoretically knows the basic diagnostic procedures, is familiar with the basic diagnostic material, knows the characteristics of special education counselling for individuals with visual impairment and their parents, knows the methods and principles of diagnostic and counselling work with visual impairment.

Possibilities of education of individuals with visual impairment and conditions of integrated education - has an overview of the possibilities and forms of education of visually impaired people at different types and levels of schools, including further education, has acquired information about the relevant legislation and is familiar with it, knows the educational programmes for individuals with visual impairment at all levels of education and has the ability to transfer them in the theoretical level to the praxiological sphere on the basis of solving model situations.

Institutions outside the Department of Education participating in the comprehensive care of individuals with visual impairment - knows the focus and orientation in the scheme of institutions, organizations, foundations and associations for the visually impaired, can recommend the appropriate facility according to the need, understands the importance of interdisciplinary and inter-institutional cooperation.

#### **Recommended literature:**

Required reading:

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3.

LOPÚCHOVÁ, J. Pedagogika zrakovo postihnutých: (vybrané kapitoly). Bratislava : Mabag, 2008. 100 s. ISBN 978-80-89113-53-8.

- LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.
- LOPÚCHOVÁ, J. Terminologický aparát v pedagogike zrakovo postihnutých. In: Paedagogica specialis 24. Bratislava : Univerzita Komenského, 2010. - S. 143-153. ISBN 978-80-223-2861-6
- LOPÚCHOVÁ, J. Komparácia terminologického aparátu a vedeckého jazyka v slovenskej pedagogike zrakovo postihnutých s terminologickým aparátom v Českej republike. In: Paedagogica specialis 25. Bratislava: Univerzita Komenského, 2011. S. 48-55. ISBN 978-80-223-2862-3.
- LOPÚCHOVÁ, J. Inovácie vo vedeckom jazyku v oblasti pedagogiky zrakovo postihnutých. In: Školská reforma a inovácie vzdelávania detí a žiakov so zdravotným znevýhodnením. Bratislava : Hauf-Fero Hauskrecht, 2010. - S. 238-250. - ISBN 978-80-970514-1-9.
- Recommended reading:
- LOPÚCHOVÁ, J. NÉMETH, O. Propedeutika andragogiky zrakovo postihnutých. Bratislava : Iris, 2021. - 84 s. ISBN 978-80-8200-077-4.
- NÉMETH, O. 1999. Slabozrakosť ako pedagogický problém. Bratislava: Sapientia, 1999. 115 s. ISBN 80-967180-5-3
- ČAJKA, K. 2007. Úvod do pedagogiky zrakovo postihnutých. Ružomberok: PdF KU, 2007. ISBN 978-80-8084-245-1.
- FINKOVÁ, D. a kol. 2007. Speciální pedagogika osob se zrakovým postižením. Olomouc: UPOL, 2007. ISBN 978-80-24417-99-8.
- LOPÚCHOVÁ, J. VÝBERČIOVÁ, M. Špeciálne edukačné potreby jednotlivcov s poruchami zraku v produktívnom veku v oblasti ich ďalšieho vzdelávania. Bratislava: Iris, 2021. 108 s. ISBN 978-80-8200-078-1.
- LOPÚCHOVÁ, J., NÉMETH, O. 2015. Determinanty úspešnej edukatívnej rehabilitácie žiakov so zrakovým postihnutím v inkluzívnych podmienkach – kvalitatívna analýza. In: Špeciálny pedagóg, 2015, Volume 2, Issue 4. s. 23-39. ISSN 1338-6670
- KASTELOVÁ, A., LOPÚCHOVÁ, J., SCHMIDTOVÁ, M., TARCSIOVÁ, D. 2013. Pedagogika zmyslovo postihnutých. Bratislava: Iris, 2013. 326 s. ISBN 978-80-89238-83-5
- GERINEC, A. 2005. Detská oftalmológia. Martin: Osveta, 2005. 592 s. ISBN 978-80-8063-181-9.
- KASTELOVÁ, A. 2012. Diagnostika v špeciálnej pedagogike. Bratislava: Sapientia, 2012. ISBN 978-80-89229-24-6.
- JANKOVÁ, J., MORAVCOVÁ, D. 2017. Asistent pedagoga a dítě se zrakovým postižením. Praha: Pasperta, 2017. ISBN 978-80-88163-61-9
- HAMADOVÁ, P., KVĚTOŇOVÁ, L., NOVÁKOVÁ, Z. 2007. Oftalmopedie. Brno: Paido, 2007. 125 s. ISBN 978-80-7315-159-1.
- BASLEROVÁ, P. a kol. 2012. Metodika práce asistenta pedagoga se žákem se zrakovým postižením. Olomouc: Univerzita Palackého v Olomouci, 2012. 112 s. ISBN 978-80-244-3376-9
- BENEŠ, P. 2019. Zraková postižení: Behaviorální přístupy při edukaci s pomůckami. Praha: Grada, 2019. 136 s. ISBN 9788027121106
- KIMPLOVÁ, T., KOLÁŘIKOVÁ, M. 2014. Jak žít s těžkým zrakovým postižením? Tritan: 2014. 157 s. 978-80-7387-831-3
- SALISBURY, R. 2008. Teaching pupils with visual impairment. 1 vyd. NY: New York, Routledge, 2008. s. 153. ISBN 978-1-84312-395-8
- R#DEROVÁ, P. 2015. Edukace osob se zrakovým postižením v osobnostním pojetí. Brno: Masarykova univerzita, 2016. 203 s. ISBN 978-80-210-8091-1
- ROVNANÍKOVÁ, M. 2014. Špecifiká práce so žiakovým postihnutím [online]. Bratislava: Metodicko-pedagogické centrum, 33 s. ISBN



WHO. 2019. World report on vision [online]. Švajčiarsko, 2019. Dostupné na: <a href="https://www.who.int/publications/i/item/world-report-on-vision">https://www.who.int/publications/i/item/world-report-on-vision</a> ISBN 978-92-4-151657-0						
<b>Languages necessary to complete the course:</b> Slovak language, Czech language, English language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 233						
A	ABS	B	C	D	E	FX
44,21	0,0	26,18	14,16	8,58	3,86	3,0
<b>Lecturers:</b> doc. PaedDr. Jana Lopúchová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex013/22	<b>Course title:</b> Philosophical concepts of man and education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 22 hours of preparation for the interim test, 17 hours of development of interim tasks, 10 hours of self-study. Total: 54 hours. Learning method: Problem-based learning. Students will be encouraged in class to reconstruct cross-curricular or interdisciplinary links between the material covered and thematically similar material covered in other courses taken in their programme of study. They will be challenged to analyze the arguments for and against certain claims and theses that form the center of specific scientific and philosophical reflections on the human person or on his/her education. They will also be encouraged to infer the pedagogical implications of certain philosophical views about man.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Intermediate/final grade weighting: 100/0 The interim assessment includes the completion of the assigned interim assignments (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A 100-91%, excellent - outstanding results. In the didactic test, the student has demonstrated a level of knowledge (the extent of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentage, together with the scores (percentage) of the intermediate tasks, corresponds to an A grade. Note: The score or percentage on the interim assignments reflects the degree to which the student's performance on the interim assignment is consistent with the established criteria published in the assignment for each assignment. The didactic test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge acquired. Both the test and the intermediate tasks are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the knowledge test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in	

terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a B grade.

C 80-73%, good - normal reliable work. The student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilized) in the knowledge test that, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a grade of C.

D 72-66%, satisfactory - acceptable performance. In the knowledge test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a grade D.

E 65-60%, sufficient. In the knowledge test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to an E.

Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

The aim of the course is to extend the knowledge of the human being acquired in other courses to include the socio-cultural and spiritual dimensions as they are reflected especially in the environment of philosophy. It will further aim to map the relational area between philosophy, man and education both in synchronic and diachronic perspectives. It will aim to make transparent the anthropological and philosophical background of various temporally, socially and culturally contingent ideas about education and schooling. The most important philosophical conceptions of man that have influenced the thematization of human issues in educational sciences will also be presented. The aim of the course is to teach students to reflect on these positions and their philosophical and value underpinnings in order to be able to confront their bearing with views based on otherwise philosophically grounded assumptions and ideological premises. The student will be able to recognize thematizations of human beings of different provenance and be able to name the differences between scientific and philosophical ways of conceptualizing anthropological issues. The student will also become familiar with philosophical critiques of some conceptions of normality and notions of the ideal status of the human person that are entrenched in educational theory and practice. The student will also learn to see the school not only as an institution with its own rules of operation and obligations to the state and civil society, but also as a space for the cultivation of human beings in the intent of certain humanistic ideals.

### **Class syllabus:**

Differences between thematic and non-thematic, noetic and non-noetic ways of affirming human issues. The specifics of the philosophical approach to the problem of man and its difference from other thematizations of man (in religion, ideology and science). Classification of philosophical views on man according to relevant philosophical disciplines, philosophical schools, authors and traditions. Risks and obstacles to the conceptualization of anthropological issues and suggestions for overcoming them, derived from the conceptual, conceptual and methodological instrumentation of philosophy. A typology and comparison of ways of asking questions about the nature of man in science and philosophy. Possible intentions of philosophical approaches to the definition of the essential nature of man. What to understand by a holistic understanding of man. A categorization of the relational field between philosophy, anthropology and the educational sciences. Philosophical-anthropological inspirations in education. Justification of the relevance of philosophical reflections on man for the pedagogical sciences.

### **Recommended literature:**

<p>MALÍK, B., 2010. Spoločensko-politický a axiologický kontext vo vzťahu k výchove. In: Európske pedagogické myslenie od antiky po modernu. Trnava: Trnavská univerzita, 2010, s. 162-189. ISBN 978-80-8082-336-8.</p> <p>MALÍK, B., 2012. Školská politika, učiteľ a výchova. In: Európske pedagogické myslenie od moderny k postmoderne po súčasnosť. Trnava: Typi Universitatis Tyrnaviensis, 2012, s. 262-285. ISBN 978-80-8082-574-4.</p> <p>MALÍK, B., 2014. Filozofická antropológia. Možnosti a limity filozofických tematizácií človeka. Bratislava: Iris, 2014, 135 s. ISBN 978-80-8153-028-9.</p> <p>Recommended readings:</p> <p>MALÍK, B., 2013. Pedagogická antropológia I. Antropologické pozadie výchovy. Bratislava: Iris, 128 s. ISBN 978-80-8153-006-7.</p> <p>MALÍK, B., 2015. Pedagogická antropológia II. Antropologické pozadie vzdelávania, habitualizácie a kvalifikovania. Bratislava: Iris, 2015, 121 s. ISBN 978-80-8153-048-7.</p>																				
<p><b>Languages necessary to complete the course:</b> Slovak language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 1</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>0,0</td><td>0,0</td><td>0,0</td><td>100,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	0,0	0,0	0,0	100,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
0,0	0,0	0,0	100,0	0,0	0,0	0,0														
<p><b>Lecturers:</b> doc. PhDr. Branislav Malík, CSc.</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex013/22	<b>Course title:</b> Philosophical concepts of man and education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching, 22 hours of preparation for the interim test, 17 hours of development of interim tasks, 10 hours of self-study. Total: 54 hours. Learning method: Problem-based learning. Students will be encouraged in class to reconstruct cross-curricular or interdisciplinary links between the material covered and thematically similar material covered in other courses taken in their programme of study. They will be challenged to analyze the arguments for and against certain claims and theses that form the center of specific scientific and philosophical reflections on the human person or on his/her education. They will also be encouraged to infer the pedagogical implications of certain philosophical views about man.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Intermediate/final grade weighting: 100/0 The interim assessment includes the completion of the assigned interim assignments (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A 100-91%, excellent - outstanding results. In the didactic test, the student has demonstrated a level of knowledge (the extent of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentage, together with the scores (percentage) of the intermediate tasks, corresponds to an A grade. Note: The score or percentage on the interim assignments reflects the degree to which the student's performance on the interim assignment is consistent with the established criteria published in the assignment for each assignment. The didactic test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge acquired. Both the test and the intermediate tasks are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the knowledge test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in	

terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a B grade.

C 80-73%, good - normal reliable work. The student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilized) in the knowledge test that, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a grade of C.

D 72-66%, satisfactory - acceptable performance. In the knowledge test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a grade D.

E 65-60%, sufficient. In the knowledge test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to an E.

Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

The aim of the course is to extend the knowledge of the human being acquired in other courses to include the socio-cultural and spiritual dimensions as they are reflected especially in the environment of philosophy. It will further aim to map the relational area between philosophy, man and education both in synchronic and diachronic perspectives. It will aim to make transparent the anthropological and philosophical background of various temporally, socially and culturally contingent ideas about education and schooling. The most important philosophical conceptions of man that have influenced the thematization of human issues in educational sciences will also be presented. The aim of the course is to teach students to reflect on these positions and their philosophical and value underpinnings in order to be able to confront their bearing with views based on otherwise philosophically grounded assumptions and ideological premises. The student will be able to recognize thematizations of human beings of different provenance and be able to name the differences between scientific and philosophical ways of conceptualizing anthropological issues. The student will also become familiar with philosophical critiques of some conceptions of normality and notions of the ideal status of the human person that are entrenched in educational theory and practice. The student will also learn to see the school not only as an institution with its own rules of operation and obligations to the state and civil society, but also as a space for the cultivation of human beings in the intent of certain humanistic ideals.

### **Class syllabus:**

Differences between thematic and non-thematic, noetic and non-noetic ways of affirming human issues. The specifics of the philosophical approach to the problem of man and its difference from other thematizations of man (in religion, ideology and science). Classification of philosophical views on man according to relevant philosophical disciplines, philosophical schools, authors and traditions. Risks and obstacles to the conceptualization of anthropological issues and suggestions for overcoming them, derived from the conceptual, conceptual and methodological instrumentation of philosophy. A typology and comparison of ways of asking questions about the nature of man in science and philosophy. Possible intentions of philosophical approaches to the definition of the essential nature of man. What to understand by a holistic understanding of man. A categorization of the relational field between philosophy, anthropology and the educational sciences. Philosophical-anthropological inspirations in education. Justification of the relevance of philosophical reflections on man for the pedagogical sciences.

### **Recommended literature:**

<p>MALÍK, B., 2010. Spoločensko-politický a axiologický kontext vo vzťahu k výchove. In: Európske pedagogické myslenie od antiky po modernu. Trnava: Trnavská univerzita, 2010, s. 162-189. ISBN 978-80-8082-336-8.</p> <p>MALÍK, B., 2012. Školská politika, učiteľ a výchova. In: Európske pedagogické myslenie od moderny k postmoderne po súčasnosť. Trnava: Typi Universitatis Tyrnaviensis, 2012, s. 262-285. ISBN 978-80-8082-574-4.</p> <p>MALÍK, B., 2014. Filozofická antropológia. Možnosti a limity filozofických tematizácií človeka. Bratislava: Iris, 2014, 135 s. ISBN 978-80-8153-028-9.</p> <p>Recommended readings:</p> <p>MALÍK, B., 2013. Pedagogická antropológia I. Antropologické pozadie výchovy. Bratislava: Iris, 128 s. ISBN 978-80-8153-006-7.</p> <p>MALÍK, B., 2015. Pedagogická antropológia II. Antropologické pozadie vzdelávania, habitualizácie a kvalifikovania. Bratislava: Iris, 2015, 121 s. ISBN 978-80-8153-048-7.</p>																				
<p><b>Languages necessary to complete the course:</b> Slovak language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 1</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>0,0</td><td>0,0</td><td>0,0</td><td>100,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	0,0	0,0	0,0	100,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
0,0	0,0	0,0	100,0	0,0	0,0	0,0														
<p><b>Lecturers:</b> doc. PhDr. Branislav Malík, CSc.</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex102/22	<b>Course title:</b> Play Specialist in physical disabled
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 10 hours of preparation for the interim assessment; 20 hours of preparation for the final assessment. A total of 50 hours of student work. Teaching methods: Explanation of the material, small group work, cooperative learning, e-learning, problem solving, dramatization.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, students will have sub-assignments in which the student can earn a total of 30 points. In the final assessment in the form of a term paper, the student may earn 70 points. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who achieves less than 15 points on the continuous assessment. To pass the course, a minimum score of 60% is required. A - excellent performance, the student has excellent knowledge of hospital play and the specifics of the child with illness and can transfer it to practice; B - excellent performance, the student has excellent knowledge of hospital play and the specifics of the child with illness and can transfer it to practice; C - good performance, the student has knowledge of hospital play and the specifics of the child with illness but has difficulty transferring it to practice; D - satisfactory, the student has basic knowledge of play work in the hospital and the specifics of a child with illness but cannot transfer it into practice; E - the student has minimal knowledge of play work in the hospital and the specifics of a child with illness and cannot transfer it into practice; Fx - the student has no knowledge of play work in the hospital and the specifics of a child with illness and cannot transfer it into practice The grade is given 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).  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Upon completion of this course, the student will have acquired information and knowledge about play work in the hospital and play therapy. Students will acquire the theoretical potential to effectively recognize the individual needs of the child in the hospital and his/her family in order to intervene appropriately.

Students will acquire the professional competence (theoretical and practical) needed to communicate and collaborate with other professionals on the team involved in the process of caring for the child with illness and his/her family.

**Class syllabus:**

Course outcomes of subject:

- Playing in the hospital. Play as an educational tool in the hospital.
- Play specialist.
- Play as a therapeutic tool. Play therapy.
- Filial therapy.
- Psychological aspects of illness and hospitalization.
- Play specialist - special educator.
- Dramatization.

**Recommended literature:**

Compulsory readings:

NAGYOVÁ, K., CHLÁDECKÁ, Z. 2017. Hroví špecialisti – hroví terapeuti In: Paedagogica specialis : 31. - Bratislava : Univerzita Komenského v Bratislave, 2017. - S. 453-462. – ISBN 978-80-223-4438-8

PLEVOVÁ, M. 1997. Dítě v nemocnici. 1. vyd. Brno: Masarykova univerzita, 1997. ISBN 80-210-1551-9

VALENTA, M., 2008. Herní specialista v somatopedii. Univerzita Palackého v Olomouci. 2008. ISBN 978-80-244-2137-7

Recommended readings:

FORD, K., 2011. „I didn't really like it but it sounded exciting": Admission to hospital for surgery from the perspectives of children. In Journal of Child Health Care, Vol. 15., p: 250-260

GROVES, J., WEAVER, K. 2007. Fundamental aspects of play in hospital. In GLASPER, A., AYLOTT, M., PRUDHOE, G. 2007. Fundamental Aspects of Children's and Young People's Nursing Procedures. London : Althenaeum Press Ltd., 2007. Chapter 5, p.71-87, ISBN-13: 978-1-85642-188-1

HANDLÍŘOVÁ, M. 2007. Možnosti pedagogické péče o hospitalizované dítě a vliv herní terapie. (Bakalárska práca, depon. in Katedra speciální pedagogiky Masarykovy university, Brno)

HOFROVÁ, S. 2011. Herní specialista. (Bakalárska práca, depon. in : Ústav speciálněpedagogických studií Pedagogickej fakulty Univerzity Palackého, Olomouc)  
Hospital Play Specialists Association of Aotearoa/ New Zealand Inc., [online]. Dostupné na : [http://www.hospitalplay.org.nz/online/about\\_us.csn](http://www.hospitalplay.org.nz/online/about_us.csn)

HUBBUCK, C. 2009. Play for sick children: play specialists in hospitals and beyond. Great Britain. Athenaeum Press, Gateshead, Tyne and Wear. 2009. ISBN 978 1 84310 654

MATEJČEK, Z. 1989. Rodiče a děti, Praha: Avicenum, 1989.

MATEJČEK, Z. 2004. Psychologické eseje, Praha: Karolinum, 2004. ISBN 80-246-0892-8

NAGYOVÁ, K., KRALOVIČOVÁ, L. 2016. Možnosti využitia terapeutickej knihy – Iván Gómez: Ajka a Grof v krajine sopiek. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. - Bratislava : Iris, 2016. - S. 351-357. - ISBN 978-80-89726-79-0

**Languages necessary to complete the course:**

Slovak language, Czech language and English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
69,12	0,0	8,82	8,82	1,47	4,41	7,35

**Lecturers:** Mgr. Kristína Tkáčová, PhD., Mgr. Zuzana Ivanová, PhD., Mgr. Katarína Čierna, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex102/22	<b>Course title:</b> Play Specialist in physical disabled
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 10 hours of preparation for the interim assessment; 20 hours of preparation for the final assessment. A total of 50 hours of student work. Teaching methods: Explanation of the material, small group work, cooperative learning, e-learning, problem solving, dramatization.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, students will have sub-assignments in which the student can earn a total of 30 points. In the final assessment in the form of a term paper, the student may earn 70 points. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who achieves less than 15 points on the continuous assessment. To pass the course, a minimum score of 60% is required. A - excellent performance, the student has excellent knowledge of hospital play and the specifics of the child with illness and can transfer it to practice; B - excellent performance, the student has excellent knowledge of hospital play and the specifics of the child with illness and can transfer it to practice; C - good performance, the student has knowledge of hospital play and the specifics of the child with illness but has difficulty transferring it to practice; D - satisfactory, the student has basic knowledge of play work in the hospital and the specifics of a child with illness but cannot transfer it into practice; E - the student has minimal knowledge of play work in the hospital and the specifics of a child with illness and cannot transfer it into practice; Fx - the student has no knowledge of play work in the hospital and the specifics of a child with illness and cannot transfer it into practice The grade is given 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).  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Upon completion of this course, the student will have acquired information and knowledge about play work in the hospital and play therapy. Students will acquire the theoretical potential to effectively recognize the individual needs of the child in the hospital and his/her family in order to intervene appropriately.

Students will acquire the professional competence (theoretical and practical) needed to communicate and collaborate with other professionals on the team involved in the process of caring for the child with illness and his/her family.

**Class syllabus:**

Course outcomes of subject:

- Playing in the hospital. Play as an educational tool in the hospital.
- Play specialist.
- Play as a therapeutic tool. Play therapy.
- Filial therapy.
- Psychological aspects of illness and hospitalization.
- Play specialist - special educator.
- Dramatization.

**Recommended literature:**

Compulsory readings:

NAGYOVÁ, K., CHLÁDECKÁ, Z. 2017. Hroví špecialisti – hroví terapeuti In: Paedagogica specialis : 31. - Bratislava : Univerzita Komenského v Bratislave, 2017. - S. 453-462. – ISBN 978-80-223-4438-8

PLEVOVÁ, M. 1997. Dítě v nemocnici. 1. vyd. Brno: Masarykova univerzita, 1997. ISBN 80-210-1551-9

VALENTA, M., 2008. Herní specialista v somatopedii. Univerzita Palackého v Olomouci. 2008. ISBN 978-80-244-2137-7

Recommended readings:

FORD, K., 2011. „I didn't really like it but it sounded exciting": Admission to hospital for surgery from the perspectives of children. In Journal of Child Health Care, Vol. 15., p: 250-260

GROVES, J., WEAVER, K. 2007. Fundamental aspects of play in hospital. In GLASPER, A., AYLOTT, M., PRUDHOE, G. 2007. Fundamental Aspects of Children's and Young People's Nursing Procedures. London : Althenaeum Press Ltd., 2007. Chapter 5, p.71-87, ISBN-13: 978-1-85642-188-1

HANDLÍŘOVÁ, M. 2007. Možnosti pedagogické péče o hospitalizované dítě a vliv herní terapie. (Bakalárska práca, depon. in Katedra speciální pedagogiky Masarykovy university, Brno)

HOFROVÁ, S. 2011. Herní specialista. (Bakalárska práca, depon. in : Ústav speciálněpedagogických studií Pedagogickej fakulty Univerzity Palackého, Olomouc)  
Hospital Play Specialists Association of Aotearoa/ New Zealand Inc., [online]. Dostupné na : [http://www.hospitalplay.org.nz/online/about\\_us.csn](http://www.hospitalplay.org.nz/online/about_us.csn)

HUBBUCK, C. 2009. Play for sick children: play specialists in hospitals and beyond. Great Britain. Athenaeum Press, Gateshead, Tyne and Wear. 2009. ISBN 978 1 84310 654

MATEJČEK, Z. 1989. Rodiče a děti, Praha: Avicenum, 1989.

MATEJČEK, Z. 2004. Psychologické eseje, Praha: Karolinum, 2004. ISBN 80-246-0892-8

NAGYOVÁ, K., KRALOVIČOVÁ, L. 2016. Možnosti využitia terapeutickej knihy – Iván Gómez: Ajka a Grof v krajine sopiek. In: Reflexie vývoja a trendy rozvoja špeciálnej pedagogiky na Slovensku v medzinárodných kontextoch. - Bratislava : Iris, 2016. - S. 351-357. - ISBN 978-80-89726-79-0

**Languages necessary to complete the course:**

Slovak language, Czech language and English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
69,12	0,0	8,82	8,82	1,47	4,41	7,35

**Lecturers:** Mgr. Kristína Tkáčová, PhD., Mgr. Zuzana Ivanová, PhD., Mgr. Katarína Čierna, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex047/22	<b>Course title:</b> Pre-primary education of physical disabled
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 30 hours of preparation for the interim assessment; 40 hours of preparation for the final assessment. TOTAL: 75 hours of student work. Methods of education: Interpretation of material, activating methods, small group work, cooperative learning, e-learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be a midterm assessment during the semester in which the student may earn 30 points. In the final assessment in the form of a written exam, the student may earn 70 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 15 points in the continuous assessment. To pass the course, a minimum score of 60% is required. A - excellent performance, the student has excellent knowledge of pre-primary TPCHZO education and is able to translate it into practice; B - excellent performance, the student has knowledge of pre-primary TPCHZO education , but there are shortcomings in the application to practice; C - good performance, the student has knowledge of pre-primary TPCHZO education, but is unable to put it into practice; D - satisfactory, the student has basic knowledge of pre-primary TPCHZO education; E - the student has minimal knowledge of pre-primary TPCHZO education; Fx - the student has no knowledge of pre-primary TPCHZO education; Fx - the student has no knowledge of pre-primary TPCHZO education The rating is awarded on a scale: A (100-91%,excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required).	

Scale of assessment (preliminary/final): 50/50
<p><b>Learning outcomes:</b></p> <p>After completing the course, students will acquire comprehensive information and knowledge in the field of pre-primary education of children with physical disabilities, illness and health impairment. Students will acquire the theoretical potential for effective recognition of the individual needs of a physically disabled, ill and medically impaired child and his/her family in order to provide adequate intervention. Students will acquire the professional competence (theoretical and partly practical) necessary to communicate and collaborate with other professionals of the team involved in the process of comprehensive care for the family and the child with disabilities in the early childhood and preschool periods.</p>
<p><b>Class syllabus:</b></p> <ul style="list-style-type: none"> <li>• Diagnosis of a child with TPCHZO.</li> <li>• Fine and gross motor skills of a child with TPCHZO.</li> <li>• Drawing and graphomotrics.</li> <li>• Specifics of the child with TPCHZO in early and preschool age.</li> <li>• TPCHZO pre-primary education legislation.</li> <li>• State educational program for children with TPCHZO.</li> <li>• School education programme.</li> <li>• Educational domains and educational standards for children with TPCHZO.</li> <li>• Key competences and their development.</li> <li>• Bloom's taxonomy.</li> <li>• Rituals in pre-primary education.</li> <li>• Play in pre-primary education.</li> <li>• Needs and communication of preschool children.</li> <li>• Preschool intervention programs.</li> <li>• Suggestions for work in pre-primary education of children with TPCHZO.</li> <li>• Inclusive education.</li> </ul>
<p><b>Recommended literature:</b></p> <p>Required reading:</p> <p>HARČARÍKOVÁ, T. Kollárová, E. 2016. Základy pedagogiky telesne postihnutých, chorých a zdravotne oslabených. - 1. vyd. - Bratislava : Iris, 2016. - 165 s. ISBN 978-80-89726-81-3</p> <p>HARČARÍKOVÁ, T. 2014. Pedagogika telesne postihnutých, chorých a zdravotne oslabených v kontextoch edukácie. - 1. vyd. - Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. 97 s. ISBN 978-80-7464-631-72720</p> <p>HARČARÍKOVÁ, T. 2011. Pedagogika telesne postihnutých, chorých a zdravotne oslabených – teoretické základy. Bratislava: IRIS, 2011. ISBN 978-80-89238-59-0</p> <p>Recommended reading:</p> <p>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</p> <p>KOLLÁROVÁ, E. 2006. Základy somatopédie. 1. vyd. Bratislava: Univerzita Komenského, 2006. ISBN 80-223-2107-9</p> <p>KOLLÁROVÁ, E. 2007. Somatopédia pre učiteľov. Bratislava: Univerzita Komenského, 2007. ISBN 978-80-223-2283-6. 2007</p> <p>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.</p> <p>VANČOVÁ, A. a kol. 2012. Špeciálna pedagogika raného a predškolského veku. Bratislava: IRIS, 2012. ISBN 978-80-89238-68-2.</p>

<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 219						
A	ABS	B	C	D	E	FX
45,21	0,0	25,57	15,07	8,68	2,28	3,2
<b>Lecturers:</b> Mgr. Kristína Tkáčová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex049/22	<b>Course title:</b> Pre-primary education of the hearing impaired
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching, 15 hours of preparation for the seminar work, 20 hours of preparation for the ongoing assessment, 35 hours of exam preparation. A total of 75 hours of student work. Methods of education: Discussion, explanation, explanation, role-play method, situation analysis method, guided self-study - work with text.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will present his/her term paper, on a topic assigned by the teacher. The student will take a midterm test during the semester. In the exam period, the student will take a final test. 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. A student may receive a maximum of 50 points for the written final test, a maximum of 30 points for the midterm test during the semester, and a maximum of 20 points for the term paper. Credit will not be awarded unless the student earns at least 55% on the written final test. A minimum of 60% is required to pass the course. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A-Excellent performance, student can/does/creates/critically evaluates; B-Excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot	

adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria. Scale of assessment (preliminary/final): 50/50
<b>Learning outcomes:</b> The student acquires theoretical knowledge in the field of pre-primary education of children with hearing impairment, orientates himself in the relevant legislation (school law, relevant decrees, state educational programme), characterizes the specifics of pre-primary education of the hearing impaired. The student gets an overview of the possibilities of pre-primary education of the hearing impaired, the profile of the graduate, educational areas, the organisational arrangement of activities in pre-primary education, the objectives of pre-primary education, educational standards, organisational forms, staffing, material and technical support. The student develops communication skills, critical thinking, digital skills, creativity, motivation and the ability to learn, think in context.
<b>Class syllabus:</b> 1.Pre-primary education of the hearing impaired - possibilities of education and specifics in education of the hearing impaired. 2. Educational programme for children with hearing impairment for pre-primary education. 3. Objectives, profile of a graduate of pre-primary education. 4. Educational areas and their characteristics, educational content and specific educational goals. 5. Educational standards. 6. Organisational, personnel, material and technical conditions of pre-primary education. 7. Principles and conditions for the development of the school educational programme.
<b>Recommended literature:</b> Required reading: Aktuálne platná legislatíva - školský zákon a príslušné vyhlášky Vzdelávacie programy pre deti so zdravotným znevýhodnením pre predprimárne vzdelávanie. Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 15. mája 2017 KASTELOVÁ, A. - LOPÚCHOVÁ, J - SCHMIDTOVÁ, M. - TARCSIOVÁ, D. 2013. Pedagogika zmyslovo postihnutých raného a predškolského veku. 1. vyd. Bratislava: Iris, 2013. 325 s. ISBN 978-80-89238-83-5. (vybrané časti). HOVORKOVÁ, S., a kol. 2017. Máme dieťa s poruchou sluchu 2, 2017. Bratislava: Alfa print, s.r.o., 442 s., ISBN 978-80-89895-08-3 (vybrané časti). Recommended reading: HOVORKOVÁ, S., a kol. 2018. Máme dieťa s poruchou sluchu 1, 2018. Bratislava: Alfa print, s.r.o., 546 s., ISBN 978-80-89895-11-3 (vybrané časti). Kolektív autorov. 2021. Povinné predprimárne vzdelávanie: Sprievodca cieľmi a obsahom. ŠPU, 71 s. ISBN: 978-80-8118-260-0. SCHMIDTOVÁ, M. 2010. Inkluzívne vzdelávanie detí so sluchovým postihnutím v ranom a v predškolskom veku. In: Transdisciplinárne aspekty inkluzívnej pedagogiky = Transdisziplinäre Aspekte der inklusiven Pädagogik. - Bratislava: EMITplus, 2010. - S. 192-199. - ISBN 978-80-970623-2-3[Transdisciplinárne aspekty inkluzívnej pedagogiky : medzinárodná vedecká konferencia. Smolenice, 8.-9.4.2010]. HAMPL, I a SCHMIDTOVÁ, M. 2016. Špecifiká edukácie detí s poruchou sluchu v ranom veku, 2016. Bratislava: IRIS s.r.o., 222 s. ISBN 978-80-89726-85-1.
<b>Languages necessary to complete the course:</b> Slovak language and Czech language
<b>Notes:</b>

<b>Past grade distribution</b>						
Total number of evaluated students: 220						
A	ABS	B	C	D	E	FX
19,09	0,0	35,0	26,36	10,45	4,55	4,55
<b>Lecturers:</b> Mgr. Miroslava Tomášková, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex046/22	<b>Course title:</b> Pre-primary education of the mentally disabled
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hodín výučby za semester (prednáška) - kombinovanou metódou Student workload: 5 hours of teaching; 15 hours of two written assignments; 25 hours of independent continuous study, preparation for direct teaching, 38 hours of preparation for the final test, 2 hours of the final test. A total of 85 hours of student work. Methods of delivering educational content: Lecture, explanation of individual topics with discussion on the topics with focus on individual topics, demonstration of examples from history and present, presentation of information through multimedia, application of comparative and critical thinking in the assignment to identify, understand, assimilate and compare the necessary professional information according to the topics of the course, work with professional sources, search in the sources, elaboration of professional texts on the assigned topics from the sources.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, each student will prepare 1 written output - assignment according to the teacher's instructions, from each thematic area (the prepared assignment max. 20 points). The student must pass the final test (60 points), the student must obtain a minimum of 50% of the points from the final test, i.e. 30 points. The student may earn a maximum of 20 points per activity during each class period. The condition for successful completion of the course is obtaining at least 60% of the maximum possible course grade. The rating is awarded on a scale: A (100-91 points, excellent - outstanding results), B (90-81 points, very good - above average standard), C (80-73points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient - results meet minimum criteria), Fx (59-0points, insufficient - extra work required)	

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 you must obtain a minimum of 60% of the marks.

A - excellent performance, the student has acquired knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new knowledge, systematizes it, has created written outputs at the required level, the outputs, including the final test, meet all the specified criteria and the acquired knowledge is excellently transferred into them.

B - excellent performance, the student has mastered the knowledge and the required level with slight deviations, critical thinking is at a high level but with minor deficiencies in the systematization of knowledge, created written outputs with minor deficiencies and are well transferred into them acquired knowledge.

C - good performance, the student has mastered the required knowledge at an average level, critical thinking and evaluation is weakened, can analyze the acquired knowledge, problems appear in the synthesis and linking of knowledge, produced written outputs with some deficiencies and are acceptably transferred into them acquired knowledge.

D - acceptable performance, the student has mastered and acquired knowledge of the subject area at a reduced level, critical and synthetic thinking is significantly weakened, there is no linking of what has been learned, written outputs have significant shortcomings, the acquired knowledge is not transferred into them to a sufficient extent.

E - minimally acceptable performance, the student has acquired knowledge at a very low level, critical thinking is failing, a more developed level of synthesis and generalization is absent, written outputs have serious deficiencies, do not adequately represent the acquired knowledge of the subject,

Fx - unacceptable performance, the student did not meet the requirements set by the instructor during the semester.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

The student has acquired relevant basic professional information about pre-primary education of children with intellectual disabilities, acquired knowledge about the basic areas of pre-primary education of children with intellectual disabilities, also in comparative contexts. The theoretical knowledge for effective recognition of the individual needs of the child with intellectual disabilities of early and preschool age was acquired and the student became familiar with the ISCED State Curriculum for Pre-primary Education. Acquired knowledge about the process of pre-primary education of children with intellectual disabilities. Acquired information and acquired knowledge about the objectives, tasks, content, process, methods, forms, means and institutions of pre-primary education of MP. He/she has mastered and is proficient in special pedagogical methods of MP pre-primary education. Acquired basic information about inclusive education of preschool children with MP. Excerpted professional data from relevant sources, was able to adequately text and present, present and discuss these data.

### **Class syllabus:**

aims, tasks, content and process of pre-primary education of children with mental disabilities. Characteristics of the current state and historical context of pre-primary education of children with intellectual disabilities. Detailed information on the aims, objectives, content, process, methods, forms, means and institutions of pre-primary education of MP. Special pedagogical methods of MP pre-primary education. Competencies of the preschool child with intellectual disability. Kindergartens and preschools for children with intellectual disabilities and their characteristics. Basic information on inclusive education of preschool children with MP. Staffing of pre-primary

education of MP. Family and kindergarten cooperation in the process of pre-primary education and family education of mentally disabled preschool children. Early intervention. Educational and comprehensive rehabilitation of preschool children with intellectual disabilities.

**Recommended literature:**

Required reading:

VANČOVÁ, A. 2008. Pedagogika mentálne postihnutých (vybrané kapitoly). Bratislava: Mabag, 2008. ISBN 978-80-89113-55-2.

VANČOVÁ, A. 2014. Inovácie v teórii, metodológii a praxeológii pedagogiky mentálne postihnutých. - 1. vyd. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. 200 s.

VANČOVÁ, A. et al. 2010. Edukácia mentálne postihnutých. Bratislava: Iris, 2010. ISBN 978-80-89256-53-2.

GOGOŤ, T., KASTELOVÁ, A., PREČUCHOVÁ ŠTEFANOVIČOVÁ, A., ŠULOVSÁ, M., VANČOVÁ, A. 2013. Pedagogika mentálne a viacnásobne postihnutých raného a predškolského veku. 1. vyd. Bratislava: Iris, 2013. 244 s. ISBN 978-80-89238-90-3

Recommended reading:

VANČOVÁ, A. 2012. Teoretické základy pedagogiky postihnutých a zdravotne znevýhodnených raného a predškolského veku, koncepčné a terminologické otázky. In: Špeciálna pedagogika raného a predškolského veku. Bratislava Iris, 2012, s. 10-52. ISBN 978-80-89238-68-2

VANČOVÁ, A., GOGOŤ, T., SMOLJANINOV, G. A., 2011. Nové a inovatívne intervenčné postupy v špeciálnej pedagogike detí so zdravotným postihnutím raného a predškolského veku s organickým poškodením CNS. (Zborník Pedagogickej fakulty Univerzity Komenského) In: Paedagogica specialis 25. Bratislava: Univerzita Komenského, 2011. s. 6-18. ISBN 978-80-223-2862-3

VANČOVÁ, A. 2005. Základy pedagogiky mentálne postihnutých. Bratislava: Sapiencia, 2005. ISBN 80-968797-6-6.

VANČOVÁ, A. 2014. Deti predškolského veku s mentálnym postihnutím. In: Edukace dětí předškolního věku se speciálními vzdělávacími potřebami. Ostrava : Ostravská univerzita, 2014. - S. 160-185. - ISBN 978-80-7464-630-0

KOLEKTÍV AUTOROV. 2010. Školská reforma a inovácie vzdelávania detí a žiakov so zdravotným znevýhodnením. Bratislava: HauFo, 2010. ISBN 978-80-970514-1-9.

**Languages necessary to complete the course:**

slovak language and czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 218

A	ABS	B	C	D	E	FX
45,87	0,0	24,77	11,47	8,72	6,42	2,75

**Lecturers:** Mgr. Kristína Tkáčová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex051/22	<b>Course title:</b> Pre-primary education of the visually impaired
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 20 hours of semester work preparation; 20 hours of preparation for the interim assessment; 35 hours of preparation for the final assessment; TOTAL: 80 hours of student work. Methods of delivering educational content: lecture, lecturing, discussion, small group work, self-study, problem solving and model situations.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50/50 weighting of interim/final evaluation. During the semester, the student prepares a term paper on a topic assigned by the teacher, from which a maximum of 20 points can be obtained. There will be one mid-term written examination during the semester, from which the student may obtain a maximum of 20 points. A student who fails to obtain at least 20 points or fails to meet one of the assessment criteria will not be admitted to the final assessment. In the final written test, the student may obtain a maximum of 60 points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). 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 50 % marks in any of the assignments. To pass the course, a score of at least 60% is required. A - excellent performance, the student knows the basic concepts from the field of pre-primary education, he/she can apply what he/she has learnt in theory to practice; the term paper meets all the set criteria; he/she critically evaluates;	

B - excellent performance, the student masters the basic concepts, but in the application of knowledge to practice there are slight deficiencies - the student solves model situations with minor hesitations; in the term paper there are slight deficiencies; critical thinking is borderline;

C - good performance, the student has acquired the knowledge, but can only partially apply what he/she has learned to practice; he/she has problems with complex problem solving, the term paper has shortcomings;

D - acceptable performance, the student has acquired knowledge only partially, has significant deficiencies in the subject, cannot apply what he/she has learned in practice, has problems solving model situations; his/her term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge and cannot transfer it adequately into practice;

Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not fulfilled the conditions set by the teacher during the semester.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

After completing the course, the student will acquire theoretical knowledge and practical skills for the educational process in pre-primary education. He/she will know the specifics of individuals with visual impairment in preschool age, and be able to take them into account in educational activities. Acquire the ability to plan the educational process in pre-primary education and the ability to plan educational activities. Learn the curricular and procedural contexts contained in the National Curriculum for Pre-primary Education, as well as the specificities contained in the Curriculum for Children and Pupils with Visual Impairment. Gain an overview of the basic documents and documentation related to pre-primary education. Gain knowledge of the performance and content standards for pre-primary education for the visually impaired. Learn to differentiate content areas of education. Gain insight into the possibilities of informal diagnosis of the preschool child in the educational process. Understand the basic principles of using different types of play in the education of the child. Learn the possibilities of using toys and special aids in pre-primary education. During the semester, the student develops communication and digital competences, creativity, critical thinking, thinking in context.

### **Class syllabus:**

The aim of the course is to provide the student with information about the possibilities, conditions, methods and specifics of education of preschool children with visual impairment during pre-primary education, as well as about the strategies used in the process of their education aimed at saturating their special educational needs. The issues and content will be divided into several subtopics.

Pre-primary education for children with visual impairment. Procedural and curricular aspects of pre-primary education. Planning the educational process. Methods, forms, means and organizational arrangement of education of children with visual impairment in preschool age (the student gets acquainted with the content and procedural aspect of pre-primary education of children with visual impairment and gains knowledge about the process and components of the educational process, gains an overview of methods, forms, means and organizational arrangement of the educational process, expands his/her competences to plan the educational process).

The State Educational Programme and the Educational Programme for Children and Pupils with Visual Impairment (the student acquires knowledge, learns the structure of educational programmes, understands the possibilities of using the SPP and the VP for the visually impaired in practice).



Specifics of education of children with visual impairment in preschool age (learn and acquire knowledge about the specifics and peculiarities of preschool education of children with visual impairment).

The personality of a teacher of preschool children with disabilities (students will get acquainted with the profile of an "ideal" teacher for pre-primary education of children with disabilities, they will gain knowledge about their erudition, qualities, skills, competences and competencies, ethics of approach and moral characteristics).

Documents, documentation and current legislation in the field of pre-primary education (the student will gain an overview of the basic documentation related to pre-primary education of the disabled, learn to navigate in the current legislation, be able to find the relevant legislation and translate the "legal language" into an understandable form and act according to the regulations).

Educational areas and educational standards (content, performance) (gradually acquire knowledge and the way of differentiation of individual educational areas, acquire the ability to identify and meet content and performance standards in different ways).

Specifics of the process of education of children with visual impairment (students will learn about the specifics of the process of education of children with visual impairment with regard to the consequences of visual impairment, visual hygiene, teacher's erudition, specific activities, they will get information about the approaches of the teacher/teaching assistant in the education of children with visual impairment, they will learn about the consequences of visual impairment and they will practically test the possibilities and limitations of visual perception on the simulation goggles).

Play and its position in the education of a child with visual impairment (students will understand the position, meaning and purpose of play in the educational process of children with visual impairment, learn to differentiate between different types of play, acquire the ability to decide on the right type of play activity for each stage of the educational process/acquisition of the curriculum, acquire the skill to plan play activities according to the situation and the focus of the education).

Special aids and toys in pre-primary education (gain an overview of available aids/toys for education of children with disabilities, understand their function, importance and roles in the educational process, learn to select the right toys/aids according to the focus of the educational process, understand the principles of creating simple aids/toys for the disabled).

Inclusive pre-primary education of a child with visual impairment (obtains information on the possibilities of joint (inclusive) education of children with disabilities in mainstream kindergartens, understands the nature and essence of inclusive education and its benefits, obtains an overview of approaches to inclusive education of children with disabilities in kindergartens, learns about the participation of professionals in the support of the child and his/her development in the context of inclusive education).

#### **Recommended literature:**

Required reading:

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

LOPÚCHOVÁ, J., KASTELOVÁ, A., SCHMIDTOVÁ, M., TARCSIOVÁ, D. 2013.

Pedagogika zmyslovo postihnutých raného a predškolského veku. Bratislava: IRIS, 2013. ISBN 978-80-89238-83-5.

VANČOVÁ, A., LOPÚCHOVÁ, J. a kol. Špeciálna pedagogika raného a predškolského veku. - 1. vyd. - Bratislava : Iris, 2012. - 462s. ISBN 978-80-89238-68-2.

LOPÚCHOVÁ, J. Špecifiká procesu diagnostiky u detí raného a predškolského veku so zrakovým postihnutím In: Paedagogica specialis 25. Bratislava : Univerzita Komenského, 2011. S. 32-47. ISBN 978-80-223-2862-3.

<p>LOPÚCHOVÁ, J. Deti predškolského veku so zrakovým postihnutím. In: Edukace dětí předškolního věku se speciálními vzdělávacími potřebami. - Ostrava : Ostravská univerzita, 2014. - S. 104-132. - ISBN 978-80-7464-630.</p> <p>Vzdelávací program pre deti so zrakovým postihnutím pre predprimárne vzdelávanie. Zákony, vyhlášky a metodické pokyny v aktuálnom znení.</p> <p>Recommended reading:</p> <p>BARTOŇOVÁ, M., BYTEŠNÍKOVÁ, I. Předškolní vzdělávání dětí se speciálními vzdělávacími potřebami. Brno: MU, 2012. ISBN 978-80-210-6044-9. S.272.</p> <p>FINKOVÁ, D. a kol. 2007. Speciální pedagogika osob se zrakovým postižením. Olomouc: UPOL, 2007. ISBN 978-80-24417-99-8.</p> <p>JAKUBÍKOVÁ, Z., KOSTRUB, D. 2009. Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. 1. vyd. Prešov: Rokus, 2009.</p> <p>SALISBURY, R. 2008. Teaching pupils with visual impairment. 1 vyd. NY: New York, Routledge, 2008. s. 153. ISBN 978-1-84312-395-8</p> <p>VANČOVÁ, A. a kol. Špeciálna pedagogika raného a predškolského veku. Bratislava: IRIS, 2012. ISBN 978-80-89238-68-2.</p> <p>KREJČOVÁ, V., KARGEROVÁ, J., SYSLOVÁ, Z. 2015. Individualizace v mateřské škole. Praha: Portál, 2015. ISBN 978-80-262-0812-9.</p> <p>Kolektív autorov. 2011. Metodika predprimárneho vzdelávania. Partizánske: EXPRESPRINT, 2011. 352 s. ISBN 978-80-968-777-3-7.</p>																				
<p><b>Languages necessary to complete the course:</b> Slovak language, Czech language, English language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 216</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>54,17</td><td>0,0</td><td>23,61</td><td>14,35</td><td>4,17</td><td>1,85</td><td>1,85</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	54,17	0,0	23,61	14,35	4,17	1,85	1,85
A	ABS	B	C	D	E	FX														
54,17	0,0	23,61	14,35	4,17	1,85	1,85														
<p><b>Lecturers:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSPEC/B-SPPex005/22	<b>Course title:</b> Pre-primary pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 8 hours of teaching per semester (lecture) - combined method Student workload: 8 hours of teaching; 30 hours of preparation for the interim assessment; 50 hours of preparation of an independent written work; 22 hours of preparation for the oral exam. A total of 110 hours of student work. Learning methods: discussion of the topic covered; argumentative discourse; independent student work; e-learning.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be three forms of assessment during the semester (a written test for 30 points; an independent written paper for 30 points; and a verbal defense of the independent written paper for 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. Credit will not be awarded to a student who achieves less than 20 points in any form of assessment. To pass the course, a score of at least 60 % is required. Continuous assessment: written test (the student should be able to define the basic concepts, objectives and content of pre-primary pedagogy with the related terminological apparatus). Final assessment: independent written work (the student is to produce an independent piece of work of a conceptual nature on a topic specifically defined by the teacher and submit it in electronic form, containing carefully selected evidence of how the student is developing scientific knowledge and competences related to the design of teaching and learning in pre-primary education. The student will defend the thesis in the form of an oral examination for which he/she will prepare a presentation). The assessment is awarded on a scale: A (100 - 91 %, excellent - outstanding results): the student presents theoretical knowledge excellently and is able to apply it creatively and originally in the written thesis and its oral defence; B (90 - 81%, very good - above average standard): the student presents theoretical knowledge at a very good level and is able to apply it creatively in the written thesis and its oral defence;	

C (80 - 73 %, good - normal reliable work): the student presents theoretical knowledge at an average level and is able to apply it adequately in the written thesis and its oral defence;  
D (72-66%, satisfactory - acceptable results): the student presents the theoretical knowledge at a satisfactory level and can apply it adequately to the written work and its oral defence;  
E (65-60%, satisfactory - results meet the minimum criteria): the student presents theoretical knowledge at a low level and is deficient in applying it to the written thesis and its oral defence;  
Fx (59-0%, insufficient - additional work required): the student has significant deficiencies in theoretical knowledge and/or in its application to the written thesis and its oral defence.  
Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

Aims and learning outcomes: the aim of the course is to acquire scientific knowledge about pre-primary education. The student will be able to orientate himself/herself in the different concepts of didactic support of the child's learning and be able to analyse the differences between them. The student will be able to understand the different teaching and educational strategies for developing the child's competences in pre-primary education and be able to interpret them. Upon completion of this course, the student will be competent to continue to develop expertise and competencies within the special education program with a focus on the preschool child. The student will develop the following transferable competencies: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

### **Class syllabus:**

The content of the course contributes to the objectives and outcomes of education (graduate profile) with the following topics:

Pre-primary pedagogy as a part of pedagogical sciences. The aim of the topic is to get acquainted with the position of pre-primary pedagogy in the system of sciences. The student should acquire knowledge of how the individual pedagogical sciences are closely related, influence and complement each other.

The subject of pre-primary pedagogy. The purpose of this topic is to familiarize the student with the issues of inquiry in pre-primary pedagogy. The student is to acquire knowledge of pre-primary pedagogy as a branch of general pedagogy. The student will be able to evaluate the importance of pre-primary pedagogy as an applied pedagogical discipline on teaching and educating children in pre-primary education.

Pedagogy of Childhood. The aim of the topic is to become familiar with the fundamental rights of children according to the Declaration of the Rights of the Child. The student is to acquire knowledge about the categories of responsibility for the protection of childhood according to the Convention on the Rights of the Child, which he/she can then apply in his/her professional activity. The contribution of educational sciences in the pedagogy of childhood.

Conceptions of childhood and early childhood. The aim of the topic is to become familiar with the understanding of childhood in the pedagogical sciences. The student is to acquire knowledge about the development of anthropological constructs of childhood and be able to understand the significance of this phase of life and the development (transformation) in educational approaches to children. The aim of the topic is to familiarize the student with early care and compulsory pre-primary education programs. The student is to acquire the ability to apply the various components of the programs that target the development of children from birth to the age when they enter school.

Pedagogically Contingent Strategies. The goal of this topic is to become familiar with the importance of promoting child development in the preschool years. The student is to acquire knowledge of theories of personal, social, cognitive, and moral development of the child. To be aware of the most important characteristics of the preschool child and to be able to develop them through pedagogically conditioned strategies.

Lay vs. erudite education of the youngest generation. The aim of the topic is to familiarize students that the process of teaching and educating preschoolers is based on learning conceptions and theories of teaching. The student is to acquire knowledge about the theories of learning and teaching, their differences and didactic profile of application in the conditions of teaching and education in preschool.

Concepts of pre-primary education and teacher education. The aim of the topic is to familiarize students with the design, planning, preparation, implementation and evaluation of a teaching and education program in kindergarten conditions. The student is to acquire knowledge about the ways of modeling the process of teaching and education in kindergarten.

The processes of teaching and learning in teaching. The aim of the topic is to become familiar with the didactic influence on the child's learning and development and the professional characteristics of the teacher in teaching and education in kindergarten. The student is to acquire knowledge of the didactic specifics of the learning child and the components that make them up and the interrelationship between them, their similarity and difference from the didactic higher educational levels.

Complementary and supportive components of teaching. The aim of the topic is to become familiar with the design of 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 play activities and activities.

Aim, curriculum and pedagogical diagnosis/evaluation. The aim of the topic is to become familiar with the issue of the goal in teaching and education in kindergarten and the issue of determining, determining and didactically operating with the curriculum in the teaching and education of children in pre-primary education. The student should acquire knowledge about pedagogical diagnostics, goals, tools and the importance of evaluation in the conditions of teaching and education in kindergarten and apply them in setting, determining the goal and didactic operation with the curriculum.

Play and play in the teaching-learning context. The aim of the topic is to familiarize the student with the fact that children learn during play activities. The student is to acquire knowledge about learning in play of preschool children. The student will be able to understand that play is understood in didactics as a strategy, a method and a means to achieve educational goals as well as a tool of pedagogical diagnosis/evaluation.

### **Recommended literature:**

Copmulsory readings:

# KOSTRUB, D. 2003. Od pedagogiky k didaktike materskej školy. Prešov: Rokus. 2003. ISBN: 80-89055-35-4

# JAKUBÍKOVÁ, Z., KOSTRUB, D. 2009. Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. Prešov: Rokus. 2009. ISBN 978-80-89055-90-6

# KOSTRUB, D., SEVERINI, E., REHÚŠ, M. 2012. Proces výučby a digitálne technológie. Prešov: Rokus. 2012. ISBN 978-80-971081-6-8

# TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. 2017. Žiak, učiteľ a výučba. Prešov: Rokus. 2017. ISBN 978-80-89510-61-0

Recommended readings:

# KOLLÁRIKOVÁ, Z., PUPALA, B. 2001. Predškolská a elementárna pedagogika. Praha: Portál. 2001. ISBN 80-7178-585-7.

# KOSTRUB, D. 2008. Dieťa/žiak/študent-učivo-učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus. 2008. ISBN 978-80-89055-87-6.

### **Languages necessary to complete the course:**

Slovak language

<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 322						
A	ABS	B	C	D	E	FX
43,79	0,0	35,4	10,25	5,59	1,86	3,11
<b>Lecturers:</b> prof. PaedDr. Dušan Kostrub, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSPEC/B-SPPex005/22	<b>Course title:</b> Pre-primary pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 8 hours of teaching per semester (lecture) - combined method Student workload: 8 hours of teaching; 30 hours of preparation for the interim assessment; 50 hours of preparation of an independent written work; 22 hours of preparation for the oral exam. A total of 110 hours of student work. Learning methods: discussion of the topic covered; argumentative discourse; independent student work; e-learning.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be three forms of assessment during the semester (a written test for 30 points; an independent written paper for 30 points; and a verbal defense of the independent written paper for 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. Credit will not be awarded to a student who achieves less than 20 points in any form of assessment. To pass the course, a score of at least 60 % is required. Continuous assessment: written test (the student should be able to define the basic concepts, objectives and content of pre-primary pedagogy with the related terminological apparatus). Final assessment: independent written work (the student is to produce an independent piece of work of a conceptual nature on a topic specifically defined by the teacher and submit it in electronic form, containing carefully selected evidence of how the student is developing scientific knowledge and competences related to the design of teaching and learning in pre-primary education. The student will defend the thesis in the form of an oral examination for which he/she will prepare a presentation). The assessment is awarded on a scale: A (100 - 91 %, excellent - outstanding results): the student presents theoretical knowledge excellently and is able to apply it creatively and originally in the written thesis and its oral defence; B (90 - 81%, very good - above average standard): the student presents theoretical knowledge at a very good level and is able to apply it creatively in the written thesis and its oral defence;	

C (80 - 73 %, good - normal reliable work): the student presents theoretical knowledge at an average level and is able to apply it adequately in the written thesis and its oral defence;  
D (72-66%, satisfactory - acceptable results): the student presents the theoretical knowledge at a satisfactory level and can apply it adequately to the written work and its oral defence;  
E (65-60%, satisfactory - results meet the minimum criteria): the student presents theoretical knowledge at a low level and is deficient in applying it to the written thesis and its oral defence;  
Fx (59-0%, insufficient - additional work required): the student has significant deficiencies in theoretical knowledge and/or in its application to the written thesis and its oral defence.  
Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

Aims and learning outcomes: the aim of the course is to acquire scientific knowledge about pre-primary education. The student will be able to orientate himself/herself in the different concepts of didactic support of the child's learning and be able to analyse the differences between them. The student will be able to understand the different teaching and educational strategies for developing the child's competences in pre-primary education and be able to interpret them. Upon completion of this course, the student will be competent to continue to develop expertise and competencies within the special education program with a focus on the preschool child. The student will develop the following transferable competencies: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

### **Class syllabus:**

The content of the course contributes to the objectives and outcomes of education (graduate profile) with the following topics:

Pre-primary pedagogy as a part of pedagogical sciences. The aim of the topic is to get acquainted with the position of pre-primary pedagogy in the system of sciences. The student should acquire knowledge of how the individual pedagogical sciences are closely related, influence and complement each other.

The subject of pre-primary pedagogy. The purpose of this topic is to familiarize the student with the issues of inquiry in pre-primary pedagogy. The student is to acquire knowledge of pre-primary pedagogy as a branch of general pedagogy. The student will be able to evaluate the importance of pre-primary pedagogy as an applied pedagogical discipline on teaching and educating children in pre-primary education.

Pedagogy of Childhood. The aim of the topic is to become familiar with the fundamental rights of children according to the Declaration of the Rights of the Child. The student is to acquire knowledge about the categories of responsibility for the protection of childhood according to the Convention on the Rights of the Child, which he/she can then apply in his/her professional activity. The contribution of educational sciences in the pedagogy of childhood.

Conceptions of childhood and early childhood. The aim of the topic is to become familiar with the understanding of childhood in the pedagogical sciences. The student is to acquire knowledge about the development of anthropological constructs of childhood and be able to understand the significance of this phase of life and the development (transformation) in educational approaches to children. The aim of the topic is to familiarize the student with early care and compulsory pre-primary education programs. The student is to acquire the ability to apply the various components of the programs that target the development of children from birth to the age when they enter school.

Pedagogically Contingent Strategies. The goal of this topic is to become familiar with the importance of promoting child development in the preschool years. The student is to acquire knowledge of theories of personal, social, cognitive, and moral development of the child. To be aware of the most important characteristics of the preschool child and to be able to develop them through pedagogically conditioned strategies.



Lay vs. erudite education of the youngest generation. The aim of the topic is to familiarize students that the process of teaching and educating preschoolers is based on learning conceptions and theories of teaching. The student is to acquire knowledge about the theories of learning and teaching, their differences and didactic profile of application in the conditions of teaching and education in preschool.

Concepts of pre-primary education and teacher education. The aim of the topic is to familiarize students with the design, planning, preparation, implementation and evaluation of a teaching and education program in kindergarten conditions. The student is to acquire knowledge about the ways of modeling the process of teaching and education in kindergarten.

The processes of teaching and learning in teaching. The aim of the topic is to become familiar with the didactic influence on the child's learning and development and the professional characteristics of the teacher in teaching and education in kindergarten. The student is to acquire knowledge of the didactic specifics of the learning child and the components that make them up and the interrelationship between them, their similarity and difference from the didactic higher educational levels.

Complementary and supportive components of teaching. The aim of the topic is to become familiar with the design of 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 play activities and activities.

Aim, curriculum and pedagogical diagnosis/evaluation. The aim of the topic is to become familiar with the issue of the goal in teaching and education in kindergarten and the issue of determining, determining and didactically operating with the curriculum in the teaching and education of children in pre-primary education. The student should acquire knowledge about pedagogical diagnostics, goals, tools and the importance of evaluation in the conditions of teaching and education in kindergarten and apply them in setting, determining the goal and didactic operation with the curriculum.

Play and play in the teaching-learning context. The aim of the topic is to familiarize the student with the fact that children learn during play activities. The student is to acquire knowledge about learning in play of preschool children. The student will be able to understand that play is understood in didactics as a strategy, a method and a means to achieve educational goals as well as a tool of pedagogical diagnosis/evaluation.

### **Recommended literature:**

Copmulsory readings:

# KOSTRUB, D. 2003. Od pedagogiky k didaktike materskej školy. Prešov: Rokus. 2003. ISBN: 80-89055-35-4

# JAKUBÍKOVÁ, Z., KOSTRUB, D. 2009. Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. Prešov: Rokus. 2009. ISBN 978-80-89055-90-6

# KOSTRUB, D., SEVERINI, E., REHÚŠ, M. 2012. Proces výučby a digitálne technológie. Prešov: Rokus. 2012. ISBN 978-80-971081-6-8

# TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. 2017. Žiak, učiteľ a výučba. Prešov: Rokus. 2017. ISBN 978-80-89510-61-0

Recommended readings:

# KOLLÁRIKOVÁ, Z., PUPALA, B. 2001. Predškolská a elementárna pedagogika. Praha: Portál. 2001. ISBN 80-7178-585-7.

# KOSTRUB, D. 2008. Dieťa/žiak/študent-učivo-učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus. 2008. ISBN 978-80-89055-87-6.

### **Languages necessary to complete the course:**

Slovak language

<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 322						
A	ABS	B	C	D	E	FX
43,79	0,0	35,4	10,25	5,59	1,86	3,11
<b>Lecturers:</b> PaedDr. Eva Pupíková, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex020/22	<b>Course title:</b> Psychology of the disabled (patopsychology)
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 8 hours of teaching per semester (lecture) - combined method Student workload: 8 hours of teaching; 27 hours preparation of seminar papers, 40 hours preparation for the final test. A total of 75 hours of student work. Teaching methods: lecture, heuristic method, work with professional text and information sources, case study analysis, activating methods of education, dialogical (discussion) methods, group teaching methods, methods developing critical thinking, modelling.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KŠP/B-SPPex001/22 - General psychology	
<b>Course requirements:</b> 50% of the interim evaluation + 50% of the final evaluation The mid-term assessment includes the preparation of two seminar papers on a given topic in the field of (a) general pathopsychology and (b) psychology of children/pupils with disabilities (25 and 25 points, 50 points in total). The final assessment will consist of a written test on the topics of general pathopsychology and psychology of different types of disability (50 points). For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For a grade of A, students need to perform outstandingly well continuously throughout the semester and be capable of independent study. Students are able to select relevant sources for their studies, have an excellent level of understanding of the general laws of psyche formation in disability	

conditions and the specific features of the psyche of a child/pupil with different types of disability, and are able to find application of knowledge in the practice of a teaching assistant and educator. The B grade means that the students achieved above-average results throughout the semester, were able to study independently, have a very good knowledge of the psychology of children/pupils with disabilities, are able to navigate the relevant literature, and are able to apply the acquired knowledge in the educational process at a very good level.

A grade of C means that the students performed well during the semester, their theoretical knowledge of the psychology of children/children with disabilities is at a good level, they can find the application of knowledge in educational practice at a good level.

A grade of D means that students were only sufficiently prepared during the semester to understand the specifics of psyche formation in children/pupils, they have slight deficiencies in theoretical knowledge related to the psychology of children/pupils with disabilities. They show difficulties in independent work, they are only partially able to critically analyse the information obtained and find its connection with the educational environment.

Grade E means that students show serious deficiencies in more than one of the assignments, they lack the ability to analyze, compare several acquired knowledge, they have only basic theoretical knowledge, they find a low level of connection between the acquired knowledge and the educational environment.

Grade Fx, the student has not gained sufficient insight into the subject and the meaning of patopsychology, has not mastered the basic characteristics of child/pupil development with different types of disabilities, and is unable to relate knowledge to the educational environment.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

Learning objectives and outcomes:

The aim is to know the general regularities of psyche formation under conditions of disability and the specific features of the psyche of children with disabilities and the specific features of the psyche formation of individuals (children/pupils) with different types of disabilities.

After completing the course, the student will master the basic topics of general pathopsychology and psychology of children/children with different types of disabilities. The student will gain a basic overview of the theories and knowledge of disability psychology and the knowledge necessary for working with children/pupils in the role of assistant or educator. .

Understands the general laws of psyche formation in the conditions of disability and the specifics of the psyche of individuals (children/pupils) with disabilities. Understands the peculiarities of psychological processes in individuals with different disabilities and is familiar with the basic methods of psychological diagnosis of children/pupils with disabilities. The acquired knowledge can be applied in the care of children/pupils with disabilities in educational settings. The student is able to work critically with knowledge in the field of the psychology of individuals and different types of disability, to link this knowledge with the knowledge acquired through the study of profile subjects and to apply the knowledge in educational theory and practice. The study of the subject promotes the development of analytical-critical thinking (relations of pathopsychology to special pedagogy), facilitates the coherent integration of knowledge acquired through the study of integrated and special pedagogy, and generally develops the intellectual and cognitive flexibility of students.

### **Class syllabus:**

- An introduction to the study of the psychology of people with disabilities. General patopsychology.
- Specific features of the development of individuals with disabilities. The formation of the personality of an individual with a disability.

- Psychology of children/children with intellectual disabilities. Specifics of development of cognition and socialization.
- Psychology of children/pupils with physical disabilities. Specifics of development of cognition and socialization.
- Psychology of children/children with hearing impairment. Specifics of cognitive development, socialization
- Psychology of children/children with visual impairment. Specifics of cognitive development, socialization.
- Psychology of children/pupils with impaired communication skills. Specifics of development of cognition, socialization.
- The psychology of children/pupils with learning disabilities and autism spectrum disorders. Specifics of cognitive development, socialization.
- Socio-psychological aspects of disability. Attitudes of society towards the disabled.
- Issues for families with a child with disabilities.
- Psychological aspects of integration/inclusion of children/pupils with disabilities.

#### **Recommended literature:**

Required reading:

POŽÁR, L. 2007. Základy psychológie ľudí s postihnutím. Trnava: Typi universitatis a VEDA SAV.

POŽÁR, L. 1996. Psychológia osobnosti postihnutých. Bratislava: UK.

Recommended reading:

CABANOVÁ, K., SOKOLOVÁ, L., KARAFFOVÁ, E. (Eds.) 2012. Patopsychológia - vznik, vývin a...Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského v Bratislave.

Heretik, A. kol. 2016. Klinická psychológia. Psychoprof.

MATEJČEK, Z. 2001. Psychologie nemocných a telesne oslabených. IKAR.

ŘÍČAN, P., KREJČÍŘOVÁ, D. A kol. 2006. Dětská klinická psychologie. Grada.

ŠMIDOVÁ, M. 2012. Sociálna práca s osobami so zdravotným postihnutím. Dobrá kniha.

VÁGNEROVÁ, M., HADJ-MOUSSOVÁ, Z., ŠTECH, S. 2004. Psychologie handicapu. UK, Karolinum, 2004.

JAKABČIC, I., POŽÁR, L. 1995. Všeobecná patopsychológia. Patopsychológia mentálne postihnutých, IRIS.

#### **Languages necessary to complete the course:**

Slovak and Czech language, English language (to deepen studies)

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 237

A	ABS	B	C	D	E	FX
32,91	0,0	30,38	19,83	11,39	2,95	2,53

**Lecturers:** doc. PhDr. Marian Groma, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex020/22	<b>Course title:</b> Psychology of the disabled (patopsychology)
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 8 hours of teaching per semester (lecture) - combined method Student workload: 8 hours of teaching; 27 hours preparation of seminar papers, 40 hours preparation for the final test. A total of 75 hours of student work. Teaching methods: lecture, heuristic method, work with professional text and information sources, case study analysis, activating methods of education, dialogical (discussion) methods, group teaching methods, methods developing critical thinking, modelling.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> PdF.KŠP/B-SPPex001/22 - General psychology	
<b>Course requirements:</b> 50% of the interim evaluation + 50% of the final evaluation The mid-term assessment includes the preparation of two seminar papers on a given topic in the field of (a) general pathopsychology and (b) psychology of children/pupils with disabilities (25 and 25 points, 50 points in total). The final assessment will consist of a written test on the topics of general pathopsychology and psychology of different types of disability (50 points). For successful completion of the course it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For a grade of A, students need to perform outstandingly well continuously throughout the semester and be capable of independent study. Students are able to select relevant sources for their studies, have an excellent level of understanding of the general laws of psyche formation in disability	

conditions and the specific features of the psyche of a child/pupil with different types of disability, and are able to find application of knowledge in the practice of a teaching assistant and educator. The B grade means that the students achieved above-average results throughout the semester, were able to study independently, have a very good knowledge of the psychology of children/pupils with disabilities, are able to navigate the relevant literature, and are able to apply the acquired knowledge in the educational process at a very good level.

A grade of C means that the students performed well during the semester, their theoretical knowledge of the psychology of children/children with disabilities is at a good level, they can find the application of knowledge in educational practice at a good level.

A grade of D means that students were only sufficiently prepared during the semester to understand the specifics of psyche formation in children/pupils, they have slight deficiencies in theoretical knowledge related to the psychology of children/pupils with disabilities. They show difficulties in independent work, they are only partially able to critically analyse the information obtained and find its connection with the educational environment.

Grade E means that students show serious deficiencies in more than one of the assignments, they lack the ability to analyze, compare several acquired knowledge, they have only basic theoretical knowledge, they find a low level of connection between the acquired knowledge and the educational environment.

Grade Fx, the student has not gained sufficient insight into the subject and the meaning of patopsychology, has not mastered the basic characteristics of child/pupil development with different types of disabilities, and is unable to relate knowledge to the educational environment.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

Learning objectives and outcomes:

The aim is to know the general regularities of psyche formation under conditions of disability and the specific features of the psyche of children with disabilities and the specific features of the psyche formation of individuals (children/pupils) with different types of disabilities.

After completing the course, the student will master the basic topics of general pathopsychology and psychology of children/children with different types of disabilities. The student will gain a basic overview of the theories and knowledge of disability psychology and the knowledge necessary for working with children/pupils in the role of assistant or educator. .

Understands the general laws of psyche formation in the conditions of disability and the specifics of the psyche of individuals (children/pupils) with disabilities. Understands the peculiarities of psychological processes in individuals with different disabilities and is familiar with the basic methods of psychological diagnosis of children/pupils with disabilities. The acquired knowledge can be applied in the care of children/pupils with disabilities in educational settings. The student is able to work critically with knowledge in the field of the psychology of individuals and different types of disability, to link this knowledge with the knowledge acquired through the study of profile subjects and to apply the knowledge in educational theory and practice. The study of the subject promotes the development of analytical-critical thinking (relations of pathopsychology to special pedagogy), facilitates the coherent integration of knowledge acquired through the study of integrated and special pedagogy, and generally develops the intellectual and cognitive flexibility of students.

### **Class syllabus:**

- An introduction to the study of the psychology of people with disabilities. General patopsychology.
- Specific features of the development of individuals with disabilities. The formation of the personality of an individual with a disability.

- Psychology of children/children with intellectual disabilities. Specifics of development of cognition and socialization.
- Psychology of children/pupils with physical disabilities. Specifics of development of cognition and socialization.
- Psychology of children/children with hearing impairment. Specifics of cognitive development, socialization
- Psychology of children/children with visual impairment. Specifics of cognitive development, socialization.
- Psychology of children/pupils with impaired communication skills. Specifics of development of cognition, socialization.
- The psychology of children/pupils with learning disabilities and autism spectrum disorders. Specifics of cognitive development, socialization.
- Socio-psychological aspects of disability. Attitudes of society towards the disabled.
- Issues for families with a child with disabilities.
- Psychological aspects of integration/inclusion of children/pupils with disabilities.

#### **Recommended literature:**

Required reading:

POŽÁR, L. 2007. Základy psychológie ľudí s postihnutím. Trnava: Typi universitatis a VEDA SAV.

POŽÁR, L. 1996. Psychológia osobnosti postihnutých. Bratislava: UK.

Recommended reading:

CABANOVÁ, K., SOKOLOVÁ, L., KARAFFOVÁ, E. (Eds.) 2012. Patopsychológia - vznik, vývin a...Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského v Bratislave.

Heretik, A. kol. 2016. Klinická psychológia. Psychoprof.

MATEJČEK, Z. 2001. Psychologie nemocných a telesne oslabených. IKAR.

ŘÍČAN, P., KREJČÍŘOVÁ, D. A kol. 2006. Dětská klinická psychologie. Grada.

ŠMIDOVÁ, M. 2012. Sociálna práca s osobami so zdravotným postihnutím. Dobrá kniha.

VÁGNEROVÁ, M., HADJ-MOUSSOVÁ, Z., ŠTECH, S. 2004. Psychologie handicapu. UK, Karolinum, 2004.

JAKABČIC, I., POŽÁR, L. 1995. Všeobecná patopsychológia. Patopsychológia mentálne postihnutých, IRIS.

#### **Languages necessary to complete the course:**

Slovak and Czech language, English language (to deepen studies)

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 237

A	ABS	B	C	D	E	FX
32,91	0,0	30,38	19,83	11,39	2,95	2,53

**Lecturers:** doc. PhDr. Marian Groma, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex012/22	<b>Course title:</b> Seminar to the bachelor thesis
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 30 hours of ongoing tasks; 40 hours of preparation for semester work. TOTAL: 75 hours of student work. Learning methods: Interpretation of the material, activating methods, small group work, cooperative learning, e-learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be 10 interim assignments of 3 points each during the semester, for a total of 30 points a student can earn on an interim basis. At the end of the semester, the student will turn in a term paper for which he/she can earn 70 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. Credit will not be awarded to a student who achieves less than 15 points in the continuous assessment. To pass the course, a minimum score of 60% is required. A - excellent performance, the student has mastered the conditions for successful writing of the bachelor's thesis; B - excellent performance, the student is able to apply the knowledge in writing the thesis, but there are shortcomings; C - good performance, the student applies the knowledge in writing the thesis with mistakes; D - satisfactory, the student knows the conditions for successful writing of the bachelor thesis, but cannot apply them; E - the student has minimal knowledge of writing the bachelor thesis; Fx - the student does not know the conditions for writing the bachelor thesis and cannot apply the knowledge. The grade is awarded 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),	

<p>Fx (59-0%, inadequate - additional work required)</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b></p> <p>Students will gain knowledge about the creation of a bachelor's thesis within its individual types</p> <ul style="list-style-type: none"> <li>- theoretical, theoretical-empirical, theoretical-applicational. They will be able to conceive the theoretical part of the bachelor's thesis as well as to create and implement a research project in the field of special pedagogy.</li> </ul> <p>Through the seminar they will acquire skills in reading and interpreting research studies, communication competences, digital skills, analytical skills, and critical thinking skills.</p>
<p><b>Class syllabus:</b></p> <ul style="list-style-type: none"> <li>- What is a bachelor thesis, its preparation, types of theses and their division, structure.</li> <li>- Consultation of the thesis with the supervisor. Schedule of the bachelor's thesis development.</li> <li>- Formal requirements for the thesis, content requirements for the bachelor's thesis, editing and content of individual parts.</li> <li>- IMRAD as a basic structure for the creation of the thesis.</li> <li>- Methodology - science, research, research methods, data processing, interpretation, data recording.</li> <li>- Working with literature, citations/paraphrasing, bibliography, ethics of thesis production, sources, examples of working with text, examples of citations, paraphrasing.</li> <li>- Judgements, pre-defence preparation, defence of the thesis (course of the defence, appearance, dress for the defence, etc.), originality check.</li> <li>- Study and interpretation of scientific studies.</li> <li>- Presentation of the scientific study.</li> </ul>
<p><b>Recommended literature:</b></p> <p>GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: <a href="http://www.e-metodologia.fedu.uniba.sk/">http://www.e-metodologia.fedu.uniba.sk/</a> ISBN 978–80–223–2951–4. <a href="https://www.fedu.uniba.sk/fileadmin/pdf/Studium/Celozivotne_vzdelavanie/Manual_pre_Bc_a_Mgr_prace_2010.pdf">https://www.fedu.uniba.sk/fileadmin/pdf/Studium/Celozivotne_vzdelavanie/Manual_pre_Bc_a_Mgr_prace_2010.pdf</a></p> <p>HENDL, J. 2016; 2005. Kvalitativní výzkum. Praha: Portál. 2016;2005. ISBN 978-80-262-0982-9.</p> <p>Vnútný predpis č. 7/2018. Smernica rektora Univerzity Komenského v Bratislave. Dostupné na internete: <a href="https://www.fedu.uniba.sk/fileadmin/pdf/Studium/Bakalarske_a_magisterske_studium/Zaverecne_prace/VP_7_2018/Vp_2018_7_Smernica_rektora_UK_UZ_vp_c.12_2013_o_zakl.nalez.zaverec.prac...v_zneni_D_c.1_a_2_pre">https://www.fedu.uniba.sk/fileadmin/pdf/Studium/Bakalarske_a_magisterske_studium/Zaverecne_prace/VP_7_2018/Vp_2018_7_Smernica_rektora_UK_UZ_vp_c.12_2013_o_zakl.nalez.zaverec.prac...v_zneni_D_c.1_a_2_pre</a></p> <p>Recommended readings:</p> <p>GAVORA, P. KOLLÁRIKOVÁ, Z. NOVÁKOVÁ, E. 2010. Manuál pre tvorbu bakalárskej a diplomovej práce. [online]. Bratislava : Univerzita Komenského, 2010. 51 s. Dostupné na internete:</p> <p>KIMLIČKA, Š. 2005. Metodika písania vysokoškolských a kvalifikačných prác. [online]. Bratislava : Univerzita Komenského. 2005. 58 s. Dostupné na internete: <a href="https://moja.uniba.sk/zaverecne-prace/dokumenty/metodika_pisania_zp.pdf">https://moja.uniba.sk/zaverecne-prace/dokumenty/metodika_pisania_zp.pdf</a></p> <p>RYBÁROVÁ, E., et al. 2009. Metodika písania bakalárskej práce. 2. doplnené vydanie. Martin : Osveta, spol. s.r.o., 2009. 82 s. ISBN 80-8063-204-9.</p> <p>STAROŇOVÁ, K. 2011. Vedecké písanie : Ako písať akademické a vedecké texty. Prvé vydanie. Martin : Osveta, spol. s.r.o., 2011. 248 s. ISBN 978-80-8063-359-2.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak and Czech language</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 221						
A	ABS	B	C	D	E	FX
70,59	0,0	15,84	7,69	1,36	0,45	4,07
<b>Lecturers:</b> Mgr. Daša Švecová						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSPEC/B-SPPex095/22	<b>Course title:</b> Social and legal protection of the disadvantaged
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 10 hours of seminar work preparation; 15 hours of preparation for the interim assessment; 25 hours of exam preparation. A total of 55 hours of student work. Methods of education: In addition to the demonstration of theoretical knowledge, the educational activity will implement the method of case studies, through which students will analyze specific situations of disadvantaged persons that require different forms of solutions. At the same time, students will propose solutions to a number of problems that arise, as well as a method of decision-making, based on which a specific solution to the problem situation is applied.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will produce two written papers for the purpose of continuous assessment, which will be assessed at 20 points each according to the assignment in the seminar. Grades for the midterm papers will be awarded if the student earns a minimum of 10 points for each paper. The student will complete the course with a final seminar paper according to the assignment with a maximum of 60 points. If the student receives a maximum of 100-91% his/her grade will be an A. In the case of an A grade, the student must demonstrate excellent theoretical knowledge through the thesis, and also apply the theoretical knowledge correctly to practice by analysing it using current legislation. The author of the thesis at the assessment B 90-81% will demonstrate above average theoretical knowledge within the specific assignment and by analyzing the procedures can solve a specific form of assistance to the disabled and the application of the applicable legislation. In the C 80-73% assessment, the student has a sound knowledge of the theoretical part, but in the practical part he/she has incorrectly applied the provisions of the legislation. In assessment D 72-66% the student knows the theoretical part, but does not know the applicable legislation sufficiently and thus cannot correctly apply the theoretical part in practice. E 65-60% is awarded if the student is deficient in theoretical knowledge and can only partially apply it in practice. For a grade of Fx 59-0%, the student does not meet even the minimum criteria for	

the award of the grade, therefore a new assignment is required, on the basis of which the student will produce a new thesis.

The rating is awarded on a scale:

A (100-91%, excellent - outstanding results),

B (90-81%, very good - above average standard),

C (80-73%, well - normal reliable work),

D (72-66%, satisfactory - acceptable results),

E (65-60%, sufficient - results meet minimum criteria),

Fx (59-0%, insufficient - extra work required)

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Gain an orientation in the formal sources of social protection of disadvantaged individuals and master the legal institutes of national and international character. To acquire the ability to identify relevant factors affecting the integration efforts of disadvantaged individuals and, through counselling and assistance, to be able to apply forms of assistance to individual target groups in the context of specific legislation. To be able to propose alternative forms of solutions to disadvantaged individuals, both in terms of health and social disadvantage, in the context of counselling activities. To be able to present the positives and negatives of individual forms of social protection in the form of analytical procedures and to actively enter into the legislative process with comments and proposals in order to improve the conditions of the integration process in relation to disadvantaged individuals.

### **Class syllabus:**

Legislative anchoring of social protection in national and international documents. Classification of disability. Legal personality of the handicapped.. Special needs of the handicapped. Forms of institutional assistance to disadvantaged individuals. Assessment activities for the provision of assistance to disadvantaged individuals. Institutional care facilities for children with behavioural disorders. Social protection. Implementation of assistance in accordance with procedural-legal regulations in practice.

### **Recommended literature:**

Required reading:

VANČOVÁ, A. – KEČKÉŠOVÁ, M., 2017. Legislatívne a inštitucionálne aspekty pomoci osobám so zdravotným znevýhodnením. Užhorod: RIK-U, 2017. ISBN 978-617-7404-74-2.

VANČOVÁ, A.- KEČKÉŠOVÁ, M., 2019. Sociálna politika- a právo ako prostriedok ochrany osôb so zdravotným znevýhodnením v SR=Social polici- and law as a means of protection of persons with disabilities in Slovakia. – 1 vyd. – Magdeburg : Europäische Bildungswerke Fur Beruf und Gesellschaft e.V. , 2019. ISBN 978-3-00-064649-2.

VANČOVÁ, A. – KEČKÉŠOVÁ, M. – SMETANOVÁ, D., 2017. Ochrana práv dieťaťa a rodiny v Slovenskej republike rámcovaná platnou legislatívou. Bratislava : Slovak education publishing. 2017. ISBN 978-80-7392-354-9.

Recommended reading:

ŽOLNOVÁ, J. – KEČKÉŠOVÁ, M., 2020. Prevýchova v teoretických koncepciách pedagogiky psychosociálne narušených a legislatíve. Brno : MSD, 2020. ISBN 978-80-7392-354-9

Zákon č. 317/2010Z. z. Dohovor o právach ľudí so zdravotným postihnutím

Zákon č. 104/1991 Zb. Dohovor o právach dieťaťa

Zákon č. 460/1992 Z. z. Ústava Slovenskej republiky v znení neskorších predpisov

Zákon č. 305/2005 Z. z. o sociálnoprávnej ochrane detí a o sociálnej kuratele a o zmene a doplnení niektorých zákonov v znení neskorších predpisov

Zákon č. 447/2008 Z. z. o peňažných príspevkoch na kompenzáciu ťažkého zdravotného postihnutia a o zmene a doplnení niektorých zákonov v znení neskorších predpisov Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov Zákon č. 131/2002 Z. z. zákon o vysokých školách a o zmene a doplnení niektorých zákonov v znení neskorších predpisov Zákon č. 448/2008 Z. z. o sociálnych službách a o zmene a doplnení zákona č. 455/1991 Zb. o živnostenskom podnikaní (živnostenský zákon) v znení neskorších predpisov						
<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 188						
A	ABS	B	C	D	E	FX
67,55	0,0	22,87	4,79	1,6	1,06	2,13
<b>Lecturers:</b> JUDr. PhDr. Barbara Faktor Pavlíková, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSPEC/B-SPPex095/22	<b>Course title:</b> Social and legal protection of the disadvantaged
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 10 hours of seminar work preparation; 15 hours of preparation for the interim assessment; 25 hours of exam preparation. A total of 55 hours of student work. Methods of education: In addition to the demonstration of theoretical knowledge, the educational activity will implement the method of case studies, through which students will analyze specific situations of disadvantaged persons that require different forms of solutions. At the same time, students will propose solutions to a number of problems that arise, as well as a method of decision-making, based on which a specific solution to the problem situation is applied.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will produce two written papers for the purpose of continuous assessment, which will be assessed at 20 points each according to the assignment in the seminar. Grades for the midterm papers will be awarded if the student earns a minimum of 10 points for each paper. The student will complete the course with a final seminar paper according to the assignment with a maximum of 60 points. If the student receives a maximum of 100-91% his/her grade will be an A. In the case of an A grade, the student must demonstrate excellent theoretical knowledge through the thesis, and also apply the theoretical knowledge correctly to practice by analysing it using current legislation. The author of the thesis at the assessment B 90-81% will demonstrate above average theoretical knowledge within the specific assignment and by analyzing the procedures can solve a specific form of assistance to the disabled and the application of the applicable legislation. In the C 80-73% assessment, the student has a sound knowledge of the theoretical part, but in the practical part he/she has incorrectly applied the provisions of the legislation. In assessment D 72-66% the student knows the theoretical part, but does not know the applicable legislation sufficiently and thus cannot correctly apply the theoretical part in practice. E 65-60% is awarded if the student is deficient in theoretical knowledge and can only partially apply it in practice. For a grade of Fx 59-0%, the student does not meet even the minimum criteria for	

the award of the grade, therefore a new assignment is required, on the basis of which the student will produce a new thesis.

The rating is awarded on a scale:

A (100-91%, excellent - outstanding results),

B (90-81%, very good - above average standard),

C (80-73%, well - normal reliable work),

D (72-66%, satisfactory - acceptable results),

E (65-60%, sufficient - results meet minimum criteria),

Fx (59-0%, insufficient - extra work required)

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Gain an orientation in the formal sources of social protection of disadvantaged individuals and master the legal institutes of national and international character. To acquire the ability to identify relevant factors affecting the integration efforts of disadvantaged individuals and, through counselling and assistance, to be able to apply forms of assistance to individual target groups in the context of specific legislation. To be able to propose alternative forms of solutions to disadvantaged individuals, both in terms of health and social disadvantage, in the context of counselling activities. To be able to present the positives and negatives of individual forms of social protection in the form of analytical procedures and to actively enter into the legislative process with comments and proposals in order to improve the conditions of the integration process in relation to disadvantaged individuals.

### **Class syllabus:**

Legislative anchoring of social protection in national and international documents. Classification of disability. Legal personality of the handicapped.. Special needs of the handicapped. Forms of institutional assistance to disadvantaged individuals. Assessment activities for the provision of assistance to disadvantaged individuals. Institutional care facilities for children with behavioural disorders. Social protection. Implementation of assistance in accordance with procedural-legal regulations in practice.

### **Recommended literature:**

Required reading:

VANČOVÁ, A. – KEČKÉŠOVÁ, M., 2017. Legislatívne a inštitucionálne aspekty pomoci osobám so zdravotným znevýhodnením. Užhorod: RIK-U, 2017. ISBN 978-617-7404-74-2.

VANČOVÁ, A.- KEČKÉŠOVÁ, M., 2019. Sociálna politika- a právo ako prostriedok ochrany osôb so zdravotným znevýhodnením v SR=Social polici- and law as a means of protection of persons with disabilities in Slovakia. – 1 vyd. – Magdeburg : Europäische Bildungswerke Fur Beruf und Gesellschaft e.V. , 2019. ISBN 978-3-00-064649-2.

VANČOVÁ, A. – KEČKÉŠOVÁ, M. – SMETANOVÁ, D., 2017. Ochrana práv dieťaťa a rodiny v Slovenskej republike rámcovaná platnou legislatívou. Bratislava : Slovak education publishing. 2017. ISBN 978-80-7392-354-9.

Recommended reading:

ŽOLNOVÁ, J. – KEČKÉŠOVÁ, M., 2020. Prevýchova v teoretických koncepciách pedagogiky psychosociálne narušených a legislatíve. Brno : MSD, 2020. ISBN 978-80-7392-354-9

Zákon č. 317/2010Z. z. Dohovor o právach ľudí so zdravotným postihnutím

Zákon č. 104/1991 Zb. Dohovor o právach dieťaťa

Zákon č. 460/1992 Z. z. Ústava Slovenskej republiky v znení neskorších predpisov

Zákon č. 305/2005 Z. z. o sociálnoprávnej ochrane detí a o sociálnej kuratele a o zmene a doplnení niektorých zákonov v znení neskorších predpisov



Zákon č. 447/2008 Z. z. o peňažných príspevkoch na kompenzáciu ťažkého zdravotného postihnutia a o zmene a doplnení niektorých zákonov v znení neskorších predpisov Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov Zákon č. 131/2002 Z. z. zákon o vysokých školách a o zmene a doplnení niektorých zákonov v znení neskorších predpisov Zákon č. 448/2008 Z. z. o sociálnych službách a o zmene a doplnení zákona č. 455/1991 Zb. o živnostenskom podnikaní (živnostenský zákon) v znení neskorších predpisov						
<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 188						
A	ABS	B	C	D	E	FX
67,55	0,0	22,87	4,79	1,6	1,06	2,13
<b>Lecturers:</b> JUDr. PhDr. Barbara Faktor Pavlíková, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex101/22	<b>Course title:</b> Social work for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 15 hours of preparation for the interim assessment; 25 hours of exam preparation. A total of 60 hours of student work. Learning methods: The method of discussion on the nature and level of interdisciplinary cooperation will be used to identify the problem of cooperation between social work and special education in the field of education of people with disabilities. In evaluating the benefits of interdisciplinary collaboration between social work and special education, by applying the method of case studies, students will present the pitfalls and shortcomings of collaboration and will look for or propose specific possibilities and forms of collaboration in the field of social work and special education.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will produce two written papers for the purpose of continuous assessment, each of which will be marked out of 20 points according to the assignment given in the seminar. A grade for the midterm papers will be awarded if the student receives a minimum of 10 points for each paper. The student will complete the course with a final seminar paper according to the assignment, with a maximum of 60 points. If the student receives a maximum of 100-91% his/her grade will be an A. In the case of an A grade, the thesis must demonstrate excellent theoretical knowledge as well as the correct application of the theoretical knowledge to practice using current legislation. The author of the thesis for a B grade of 90-81% will demonstrate above average theoretical knowledge within the specific assignment and by analysing the procedures can solve a specific form of assistance to the disabled as well as the application of the applicable legislation. In the C 80-73% assessment, the student has a sound knowledge of the theoretical part, but in the practical part he/she has incorrectly applied the provisions of the legislation. In assessment D 72-66% the student knows the theoretical part, but does not know enough of the applicable legislation and thus cannot correctly apply the theoretical part in practice. E 65-60% is awarded if the student is deficient in theoretical knowledge and can only partially apply it in practice. For a	

grade of Fx 59-0%, the student does not meet even the minimum criteria for the grade, so a new assignment is required, on the basis of which the student will produce a new thesis.

The grade is 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 - additional work required)

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

As part of the course, the student must acquire the ability to handle social cognition processes. This is the area of needs of disadvantaged individuals, the area of sources of the needs in question, as well as the institutions that provide the needs. Ethics is an important part of the profession of the special educator, but also of the social worker, who work closely together, and it is their basic equipment. A graduate in special education must be able to apply the knowledge gained in the field of ethnopedagogy to practice within the framework of multidisciplinary collaboration. This is especially true for children placed in institutional care. The special educator, in close cooperation with the social worker, solves the problems of children ending institutional care in Centres for Children and Families, as well as in special educational institutions. Their task is to strengthen social competences within the framework of social support, e.g. by practising various problem situations, etc. An important aspect is the support of professional placement and housing search also through counselling centres as well as within social service facilities for disabled individuals.

### **Class syllabus:**

Interdisciplinary collaboration used in special education today - in general. The relationship between social work and special education from a practice perspective.

The use of special pedagogy in social-activation assistance for families with a disabled child. Boundaries between law, social work and special pedagogy - ability to be able to navigate legislation and its application to practice. The importance of prevention of personality development disorders in the context of cooperation between special education and social work. The child at risk- risk factors- their solutions and the share of cooperation between special educator and social worker. The forms and methods used by the special educator and the social worker in the context of cooperation in the reduction and elimination of disturbed functions, both medical and social, in the child. The most frequently applied legal regulations in cooperation.

### **Recommended literature:**

Compulsory readings:

VANČOVÁ, A.- KEČKÉŠOVÁ, M., 2019. Sociálna politika- a právo ako prostriedok ochrany osôb so zdravotným znevýhodnením v SR=Social polici- and law as a means of protection of persons with disabilities in Slovakia. – 1 vyd. – Magdeburg : Europäische Bildungswerke Fur Beruf und Gesellschaft e.V. , 2019. ISBN 978-3-00-064649-2.

VANČOVÁ, A. – KEČKÉŠOVÁ, M. – SMETANOVÁ, D., 2017. Ochrana práv dieťaťa a rodiny v Slovenskej republike rámcovaná platnou legislatívou. Bratislava : Slovak education publishing. 2017. ISBN 978-80-7392-354-9.

ŽOLNOVÁ, J. – KEČKÉŠOVÁ, M., 2020. Prevýchova v teoretických koncepciách pedagogiky psychosociálne narušených a legislatíve. Brno : MSD, 2020. ISBN 978-80-7392-354-9.

Recommended readings:

STRIEŽENEC, Š., 2006. Teória a metodológia sociálnej práce : vybrané problémy. Trnava: Tripsoft, 2006. ISBN 8096939041.

TOKÁROVÁ, A. a kol., 2007. Sociálna práca, Kapitoly z dejín, teórie a metodiky sociálnej práce. Filozofická fakulta prešovskej univerzity, AKCENT PRINT-Pavol Šidelský, 2007. ISBN 978-80-969419-8-8.

Zákon č. 104/1991 Zb. Dohovor o právach dieťaťa

Zákon č. 460/1992 Z. z. Ústava Slovenskej republiky v znení neskorších predpisov

Zákon č. 219/2014 Z. z. o sociálnej práci a o podmienkach na výkon niektorých odborných činností v oblasti sociálnych vecí a rodiny a o zmene a doplnení niektorých zákonov v znení neskorších predpisov

Zákon č. 305/2005 Z. z. o sociálnoprávnej ochrane detí a o sociálnej kuratele a o zmene a doplnení niektorých zákonov v znení neskorších predpisov

Zákon č. 447/2008 Z. z. o peňažných príspevkoch na kompenzáciu ťažkého zdravotného postihnutia a o zmene a doplnení niektorých zákonov v znení neskorších predpisov

Zákon č. 448/2008 Z. z. o sociálnych službách a o zmene a doplnení zákona č. 455/1991 Zb. o živnostenskom podnikaní (živnostenský zákon) v znení neskorších predpisov

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 72

A	ABS	B	C	D	E	FX
98,61	0,0	0,0	1,39	0,0	0,0	0,0

**Lecturers:** PhDr. Bc. Ernest Kováč, PhD., MBA, LL.M.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex101/22	<b>Course title:</b> Social work for special educators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 15 hours of preparation for the interim assessment; 25 hours of exam preparation. A total of 60 hours of student work. Learning methods: The method of discussion on the nature and level of interdisciplinary cooperation will be used to identify the problem of cooperation between social work and special education in the field of education of people with disabilities. In evaluating the benefits of interdisciplinary collaboration between social work and special education, by applying the method of case studies, students will present the pitfalls and shortcomings of collaboration and will look for or propose specific possibilities and forms of collaboration in the field of social work and special education.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will produce two written papers for the purpose of continuous assessment, each of which will be marked out of 20 points according to the assignment given in the seminar. A grade for the midterm papers will be awarded if the student receives a minimum of 10 points for each paper. The student will complete the course with a final seminar paper according to the assignment, with a maximum of 60 points. If the student receives a maximum of 100-91% his/her grade will be an A. In the case of an A grade, the thesis must demonstrate excellent theoretical knowledge as well as the correct application of the theoretical knowledge to practice using current legislation. The author of the thesis for a B grade of 90-81% will demonstrate above average theoretical knowledge within the specific assignment and by analysing the procedures can solve a specific form of assistance to the disabled as well as the application of the applicable legislation. In the C 80-73% assessment, the student has a sound knowledge of the theoretical part, but in the practical part he/she has incorrectly applied the provisions of the legislation. In assessment D 72-66% the student knows the theoretical part, but does not know enough of the applicable legislation and thus cannot correctly apply the theoretical part in practice. E 65-60% is awarded if the student is deficient in theoretical knowledge and can only partially apply it in practice. For a	

grade of Fx 59-0%, the student does not meet even the minimum criteria for the grade, so a new assignment is required, on the basis of which the student will produce a new thesis.

The grade is 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 - additional work required)

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

As part of the course, the student must acquire the ability to handle social cognition processes. This is the area of needs of disadvantaged individuals, the area of sources of the needs in question, as well as the institutions that provide the needs. Ethics is an important part of the profession of the special educator, but also of the social worker, who work closely together, and it is their basic equipment. A graduate in special education must be able to apply the knowledge gained in the field of ethnopedagogy to practice within the framework of multidisciplinary collaboration. This is especially true for children placed in institutional care. The special educator, in close cooperation with the social worker, solves the problems of children ending institutional care in Centres for Children and Families, as well as in special educational institutions. Their task is to strengthen social competences within the framework of social support, e.g. by practising various problem situations, etc. An important aspect is the support of professional placement and housing search also through counselling centres as well as within social service facilities for disabled individuals.

### **Class syllabus:**

Interdisciplinary collaboration used in special education today - in general. The relationship between social work and special education from a practice perspective.

The use of special pedagogy in social-activation assistance for families with a disabled child. Boundaries between law, social work and special pedagogy - ability to be able to navigate legislation and its application to practice. The importance of prevention of personality development disorders in the context of cooperation between special education and social work. The child at risk- risk factors- their solutions and the share of cooperation between special educator and social worker. The forms and methods used by the special educator and the social worker in the context of cooperation in the reduction and elimination of disturbed functions, both medical and social, in the child. The most frequently applied legal regulations in cooperation.

### **Recommended literature:**

Compulsory readings:

VANČOVÁ, A.- KEČKÉŠOVÁ, M., 2019. Sociálna politika- a právo ako prostriedok ochrany osôb so zdravotným znevýhodnením v SR=Social polici- and law as a means of protection of persons with disabilities in Slovakia. – 1 vyd. – Magdeburg : Europäische Bildungswerke Fur Beruf und Gesellschaft e.V. , 2019. ISBN 978-3-00-064649-2.

VANČOVÁ, A. – KEČKÉŠOVÁ, M. – SMETANOVÁ, D., 2017. Ochrana práv dieťaťa a rodiny v Slovenskej republike rámcovaná platnou legislatívou. Bratislava : Slovak education publishing. 2017. ISBN 978-80-7392-354-9.

ŽOLNOVÁ, J. – KEČKÉŠOVÁ, M., 2020. Prevýchova v teoretických koncepciách pedagogiky psychosociálne narušených a legislatíve. Brno : MSD, 2020. ISBN 978-80-7392-354-9.

Recommended readings:

STRIEŽENEC, Š., 2006. Teória a metodológia sociálnej práce : vybrané problémy. Trnava: Tripsoft, 2006. ISBN 8096939041.

TOKÁROVÁ, A. a kol., 2007. Sociálna práca, Kapitoly z dejín, teórie a metodiky sociálnej práce. Filozofická fakulta prešovskej univerzity, AKCENT PRINT-Pavol Šidelský, 2007. ISBN 978-80-969419-8-8.

Zákon č. 104/1991 Zb. Dohovor o právach dieťaťa

Zákon č. 460/1992 Z. z. Ústava Slovenskej republiky v znení neskorších predpisov

Zákon č. 219/2014 Z. z. o sociálnej práci a o podmienkach na výkon niektorých odborných činností v oblasti sociálnych vecí a rodiny a o zmene a doplnení niektorých zákonov v znení neskorších predpisov

Zákon č. 305/2005 Z. z. o sociálnoprávnej ochrane detí a o sociálnej kuratele a o zmene a doplnení niektorých zákonov v znení neskorších predpisov

Zákon č. 447/2008 Z. z. o peňažných príspevkoch na kompenzáciu ťažkého zdravotného postihnutia a o zmene a doplnení niektorých zákonov v znení neskorších predpisov

Zákon č. 448/2008 Z. z. o sociálnych službách a o zmene a doplnení zákona č. 455/1991 Zb. o živnostenskom podnikaní (živnostenský zákon) v znení neskorších predpisov

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 72

A	ABS	B	C	D	E	FX
98,61	0,0	0,0	1,39	0,0	0,0	0,0

**Lecturers:** PhDr. Bc. Ernest Kováč, PhD., MBA, LL.M.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex019/22	<b>Course title:</b> Somatopathology and aetiopathogenesis of health disorders
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: hours of teaching; 15 hours literature search; 35 hours of preparation for the final test. A TOTAL of 55 hours of student work. Methods of education: Explanation of the material, discussion of the topic, case studies.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course will be completed with an assessment in the form of a test at the end of the semester. A score of at least 91 points is required for an A grade, 81 points for a B grade, 71 points for a C grade, 61 points for a D grade and 51 points for an E grade. Credit will not be awarded to a student who scores less than 50 points in the assessment. A - the student actively participates in class, participates in solving case studies, acquires theoretical knowledge and can use it practically in practice, gets at least 91 points from the final test; B - the student is irregularly involved in activities during the seminar, acquires theoretical knowledge, but practically can use it only to a limited extent, gets a minimum of 81 points on the final test; C - the student passively participates in the seminar, learns only part of the acquired knowledge, obtains a minimum of 71 points in the final test; D - the student passively participates in the seminar, acquires part of the knowledge, has significant problems with its practical application, gets at least 61 points in the final test; E - the student acquires only a minimum of basic knowledge, does not know how to use it practically, and gets a minimum of 51 points on the final test; Fx - student does not acquire sufficient knowledge, receives less than 50 points on the final test. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results),	



E (65-60%, sufficient - results meet minimum criteria),  
Fx (59-0%, insufficient - extra work required).  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

After completing the course, the student will acquire a fund of knowledge, a basic system of information about pathological processes in the course of the disease. From the aspect of general pathology as a basis for the following medical disciplines and contexts in the educational process of affected pupils. The student will be prepared to continue the study of various specializations in the field of special education.

The student develops critical thinking, contextual reasoning and communication skills.

**Class syllabus:**

Bio-psycho-social aspects of health and illness. Etiology, pathogenesis, symptomatology. The course of disease - characteristics of stages in the course of disease in terms of symptoms, diagnosis, therapy and prognosis of the end of the disease. Biomedical and educational contexts. General manifestations of diseases, basic categories of general pathology: regressive and metabolic changes, disturbances of blood and lymph circulation, progressive changes, inflammation, tumours.

Violation of the prenatal development of the child. Irregularities of pregnancy and the natal period...

Organ and systemic diseases, the specifics of their course and occurrence in childhood with the risk of complications and consequences. Necessary modification of lifestyle.

The aim of the course is to learn about the causes and manifestations of diseases and their impact on the educational process of the individual and other areas of life.

**Recommended literature:**

Required reading

OREL, M. 2019. Anatomie a fyziologie lidského těla. Pro humanitní obory. Praha: Grada Publishing, 2019. ISBN: 978-80-271-0531-1.

SLEZÁKOVÁ, J., HARČARÍKOVÁ, T. 2016. Pediatria pre špeciálnych pedagógov. IRIS – vydavateľstvo a tlač, s.r.o., Bratislava, 2016, 210 s. ISBN 978-80-89726-80-6.

SLEZÁKOVÁ, J. 2013. Inkluzívna edukácia v biomedicínskom kontexte. In: Lechta, V. (ed.) Inkluzívna pedagogika a jej komponenty. Vydavateľstvo Typi Universitatis Tyrnaviensis a VEDA SAV, 2013. s.141-157. ISBN 078-80-8082-704-5.

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

Recommended literature

SLEZÁKOVÁ, J. 2005. Pediatria pre špeciálnych a liečebných pedagógov. Bratislava: SEducoS, 2005. ISBN 80-85757-13-3.

OREL, M. a kol. 2014. Somatopatologie. Nauka o nemocech těla. Praha: Grada Publishing, 2014. ISBN 987-80-247-47.

MAČÁK, J. - MAČÁKOVÁ, J. - DVOŘÁČKOVÁ, J. 2012. Patologie. Praha: Grada Publishing, 2012. ISBN 978-80-247-3530-6.

HLATKÁ, M., SLEZÁKOVÁ, J. 2012. Procesuálne súvislosti porúch zdravia z biomedicínskeho aspektu. Etiopatogenéza, patofyziologické a somatopatologické aspekty. In: Vančová, A. a kol. Špeciálna pedagogika raného a predškolského veku. Bratislava: IRIS, vydavateľstvo a tlač s.r.o., 2012. s.193-220. ISBN 978-80-89238-68-2

MARSH MOHAN, 2011. Patológia. Vydavateľstvo Balneotherma, 2011. 976 s. ISBN 9788097015664

BENČAT, M. - BAYER, A. - DANIŠ, D. 2003. Základy patológie. Martin: Osveta, 2003. ISBN 80-8063-114-X.

KREJČÍ, J. - DVOŘÁČEK, Č. 1991. Patológia. Martin: Vydavateľstvo Osveta, 2001. ISBN 80-217-0360-1

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 323

A	ABS	B	C	D	E	FX
27,55	0,0	18,58	18,27	9,6	22,29	3,72

**Lecturers:** Mgr. Mária Fuchsová, PhD.

**Last change:** 05.09.2024

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex019/22	<b>Course title:</b> Somatopathology and aetiopathogenesis of health disorders
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: hours of teaching; 15 hours literature search; 35 hours of preparation for the final test. A TOTAL of 55 hours of student work. Methods of education: Explanation of the material, discussion of the topic, case studies.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course will be completed with an assessment in the form of a test at the end of the semester. A score of at least 91 points is required for an A grade, 81 points for a B grade, 71 points for a C grade, 61 points for a D grade and 51 points for an E grade. Credit will not be awarded to a student who scores less than 50 points in the assessment. A - the student actively participates in class, participates in solving case studies, acquires theoretical knowledge and can use it practically in practice, gets at least 91 points from the final test; B - the student is irregularly involved in activities during the seminar, acquires theoretical knowledge, but practically can use it only to a limited extent, gets a minimum of 81 points on the final test; C - the student passively participates in the seminar, learns only part of the acquired knowledge, obtains a minimum of 71 points in the final test; D - the student passively participates in the seminar, acquires part of the knowledge, has significant problems with its practical application, gets at least 61 points in the final test; E - the student acquires only a minimum of basic knowledge, does not know how to use it practically, and gets a minimum of 51 points on the final test; Fx - student does not acquire sufficient knowledge, receives less than 50 points on the final test. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results),	

E (65-60%, sufficient - results meet minimum criteria),  
Fx (59-0%, insufficient - extra work required).  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

After completing the course, the student will acquire a fund of knowledge, a basic system of information about pathological processes in the course of the disease. From the aspect of general pathology as a basis for the following medical disciplines and contexts in the educational process of affected pupils. The student will be prepared to continue the study of various specializations in the field of special education.

The student develops critical thinking, contextual reasoning and communication skills.

**Class syllabus:**

Bio-psycho-social aspects of health and illness. Etiology, pathogenesis, symptomatology. The course of disease - characteristics of stages in the course of disease in terms of symptoms, diagnosis, therapy and prognosis of the end of the disease. Biomedical and educational contexts. General manifestations of diseases, basic categories of general pathology: regressive and metabolic changes, disturbances of blood and lymph circulation, progressive changes, inflammation, tumours.

Violation of the prenatal development of the child. Irregularities of pregnancy and the natal period...

Organ and systemic diseases, the specifics of their course and occurrence in childhood with the risk of complications and consequences. Necessary modification of lifestyle.

The aim of the course is to learn about the causes and manifestations of diseases and their impact on the educational process of the individual and other areas of life.

**Recommended literature:**

Required reading

OREL, M. 2019. Anatomie a fyziologie lidského těla. Pro humanitní obory. Praha: Grada Publishing, 2019. ISBN: 978-80-271-0531-1.

SLEZÁKOVÁ, J., HARČARÍKOVÁ, T. 2016. Pediatria pre špeciálnych pedagógov. IRIS – vydavateľstvo a tlač, s.r.o., Bratislava, 2016, 210 s. ISBN 978-80-89726-80-6.

SLEZÁKOVÁ, J. 2013. Inkluzívna edukácia v biomedicínskom kontexte. In: Lechta, V. (ed.) Inkluzívna pedagogika a jej komponenty. Vydavateľstvo Typi Universitatis Tyrnaviensis a VEDA SAV, 2013. s.141-157. ISBN 078-80-8082-704-5.

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

Recommended literature

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OREL, M. a kol. 2014. Somatopatologie. Nauka o nemocech těla. Praha: Grada Publishing, 2014. ISBN 987-80-247-47.

MAČÁK, J. - MAČÁKOVÁ, J. - DVOŘÁČKOVÁ, J. 2012. Patologie. Praha: Grada Publishing, 2012. ISBN 978-80-247-3530-6.

HLATKÁ, M., SLEZÁKOVÁ, J. 2012. Procesuálne súvislosti porúch zdravia z biomedicínskeho aspektu. Etiopatogenéza, patofyziologické a somatopatologické aspekty. In: Vančová, A. a kol. Špeciálna pedagogika raného a predškolského veku. Bratislava: IRIS, vydavateľstvo a tlač s.r.o., 2012. s.193-220. ISBN 978-80-89238-68-2

MARSH MOHAN, 2011. Patológia. Vydavateľstvo Balneotherma, 2011. 976 s. ISBN 9788097015664

BENČAT, M. - BAYER, A. - DANIŠ, D. 2003. Základy patológie. Martin: Osveta, 2003. ISBN 80-8063-114-X.

KREJČÍ, J. - DVOŘÁČEK, Č. 1991. Patológia. Martin: Vydavateľstvo Osveta, 2001. ISBN 80-217-0360-1

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 323

A	ABS	B	C	D	E	FX
27,55	0,0	18,58	18,27	9,6	22,29	3,72

**Lecturers:** Mgr. Mária Fuchsová, PhD.

**Last change:** 05.09.2024

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex023/22	<b>Course title:</b> Special Education - Foundations and History
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 11s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 11 hours of teaching per semester (lecture) - combined method Student workload: 11 hours of teaching; 35 hours of preparation of three written assignments; 30 hours of independent continuous study, preparation for direct teaching, 55 hours of preparation for final assessment, 2 hours of final test. A total of 133 hours of student work. Methods of delivering educational content: Lecture, explanation of individual topics with discussion of the topics focusing on individual specialties of special education and categories of individuals with disabilities, demonstration of examples from history and the present, presentation of information through multimedia, application of comparative and critical thinking in assignments to recognize relationships between phenomena of education, diagnosis, therapy and counselling, as well as between the phenomena and processes of stimulation, correction, compensation, therapy, education and re-education in specific groups of individuals with disabilities, working with professional sources, searching in sources, elaborating professional texts on assigned topics from sources.	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, each student will prepare 3 written assignments according to the instructions of the lecturers, from individual subject areas and specializations (each assignment max. 10 points, total for 3 assignments max. 30 points) The student must pass the final test (60 points), the student must obtain at least 50% of the points from the final test, i.e. 30 points. A student may earn a maximum of 10 points per activity during each class period. The condition for successful completion of the course is obtaining at least 60% of the maximum possible course grade. The rating is awarded on a scale: A (100-91 points, excellent - outstanding results), B (90-81 points, very good - above average standard), C (80-73points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, sufficient - results meet minimum criteria),	

Fx (59-0points, insufficient - extra work required)

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.

A - excellent performance, the student has acquired knowledge at the required level and to a sufficient extent, can critically evaluate it, combines previously acquired knowledge with new knowledge, systematizes it, has created written outputs at the required level, the outputs, including the final test, meet all the specified criteria and the acquired knowledge is excellently transferred into them.

B - excellent performance, the student has mastered the knowledge and the required level with slight deviations, critical thinking is at a high level but with minor deficiencies in the systematization of knowledge, created written outputs with minor deficiencies and are well transferred into them acquired knowledge.

C - good performance, the student has mastered the required knowledge at an average level, critical thinking and evaluation is weakened, can analyze the acquired knowledge, problems appear in the synthesis and linking of knowledge, produced written outputs with some deficiencies and are acceptably transferred into them acquired knowledge.

D - acceptable performance, the student has acquired and acquired knowledge of the subject area at a reduced level, critical and synthetic thinking is significantly weakened, there is no linking of what has been learned, written outputs have significant shortcomings, the acquired knowledge is not transferred into them to a sufficient extent.

E - minimally acceptable performance, the student has acquired knowledge at a very low level, critical thinking is failing, a more developed level of synthesis and generalization is absent, written outputs have serious deficiencies, do not adequately represent the acquired knowledge of the subject,

Fx - unacceptable performance, the student did not meet the requirements set by the instructor during the semester.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

The student has acquired knowledge of the goals, tasks, system of special education, as well as the basic terminology of the field, theoretical or philosophical bases of education and socialization of a person disadvantaged by disability or socio-cultural influences. The student is able to apply the knowledge in understanding the relationships between the related sciences and special education. Acquires knowledge of the historical development of the field in the context of social change. Knows the target groups of the field and their categorization. Can analyze, synthesize, compartmentalize, and transfer information and the etiology and symptomatology of disabilities. Has acquired knowledge of types, degrees, types of disability, impairment and threat. Has adequate knowledge of the system of schools and facilities for the disabled. Understands the differences between mainstream and alternative special education approaches. Understands the importance of special education philosophy. Has acquired a basic knowledge of the issues of inclusion, destigmatization, and destigmatization of target groups. Has acquired basic knowledge of counseling, technical and multimedia facilitation of educational rehabilitation of target groups. Excerpts professional data from relevant sources, is able to adequately text, present and discuss these data. Understood the basic comparative contexts of the issues.

### **Class syllabus:**

A definitional framework of special education in the context of other disciplines. Basic terminology and scientific language used in special education. Special education phenomena, processes and their categorization. The current structure of the field and its transformations. Paradigms and

innovations in special education. Current trends in special pedagogy. History and development of special pedagogy , stages of development. Development of special pedagogy in the context of social transformations, especially in the 20th and 21st centuries. The impact of the development of modern genetics, experimental psychology and other disciplines in the relationship of the majority of the non-disabled to the minority of the disabled. Interdisciplinarity in special education. Target groups of special education - traditional vs. new, i.e. non-traditional. Categorization of target groups. Institutions of educational rehabilitation. Socialization and enculturation of a person with disabilities. On the philosophical foundations of special pedagogy. Inclusion, debarring, destigmatization of target groups. Counselling, technical and multimedia facilitation of educational rehabilitation of target groups.

### **Recommended literature:**

#### **Required reading:**

Vašek, Š. 2011. Základy špeciálnej pedagogiky. Bratislava: Sapiencia 2011. ISBN 80-86723-13-5  
VANČOVÁ, A. 2007. K perspektívam vedného odboru špeciálna pedagogika. Recenzovaný zborník. In: Retrospektíva a perspektívy poslania Pedagogickej fakulty Univerzity Komenského v Bratislave. Bratislava: Univerzita Komenského, Pedagogická fakulta, 2007. s. 428-439. ISBN 978-80-223-2412-0

HARČARÍKOVÁ, T. 2018. Súčasný stav a perspektívy detských liečební a ozdravovní na Slovensku. In: Teória a praxeológia výchovnej a komplexnej rehabilitácie : zborník vedeckých príspevkov. - Brno : MSD, 2018. ISBN 978-80-7392-286-3

HARČARÍKOVÁ, T., VANČOVÁ, A. 2018. História vzdelávania špeciálnych pedagógov na Slovensku. In: Teória a praxeológia výchovnej a komplexnej rehabilitácie : zborník vedeckých príspevkov. - Brno : MSD, 2018. - S. 7-37. - ISBN 978-80-7392-286-3

HARČARÍKOVÁ, T., VANČOVÁ, A. 2019. Vzdelávanie špeciálnych pedagógov na Slovensku v historickom kontexte : In: Historické reflexie a nové výzvy v slovenskej a českej špeciálnej pedagogike za posledných 100 rokov. - Brno : MSD, 2019. - S. 33-66 [2 AH]. - ISBN 978-80-7392-303-7

HORŇÁK, L., KOLLÁROVÁ, E., MATUŠKA, O. 2002. Dejiny špeciálnej pedagogiky. Prešov: PU, 2002. ISBN 80-8068-122-8

LOPÚCHOVÁ, J., NÉMETH, O. 2021. Propedeutika andragogiky zrakovo postihnutých. 1. vyd. Bratislava: Iris, 2021. 84 s. ISBN 978-80-8200-077-4 (kapitola Historický náčrt starostlivosti o jednotlivcov s poruchami zraku).

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. 1. vyd. Bratislava: Iris, 2011. 245 s. ISBN 978-80-89238-61-3 (kapitola o stručnom náčrte starostlivosti o zrakovo postihnutých na Slovensku)

#### **Recommended reading:**

VANČOVÁ, A. a kol. 2010. Základy integratívnej (inkluzívnej) špeciálnej pedagogiky.- Bratislava: Iris, 2010. ISBN 978-80-89238-37-8

VANČOVÁ, A. 2010. Pedagogika viacnásobne postihnutých. Bratislava: KKT, o.z., 2010. ISBN 978-80-970228-1-5.

RENOTIÉROVÁ, M. a LUDÍKOVÁ, L. a kol. 2004. Speciální pedagogika. Olomouc, Pedagogická fakulta UK 2003, 2004. ISBN 978-80-7435-066-5.

VOJTKO, T. 2007 (ed.). Postižený člověk v dějinách II. Hradec Králové: Gaudeamus, 2007 s. ISBN 978-80-7041-081-3.

TITZL, B. 2000. Tradice, kořeny a vznik české speciální pedagogiky. In Speciální pedagogika, 2000, roč. 10, č. 2, s. 92-102.

VOJTKO, T. 2010. Speciální pedagogika. Čítanka textů k vývojovým etapám oboru I: 1883 – 1944. Hradec Králové: Gaudeamus, 2010. ISBN 978-80-7290-475-4.



<b>Languages necessary to complete the course:</b> Slovak language, Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 321						
A	ABS	B	C	D	E	FX
19,94	0,0	23,68	21,81	19,63	11,84	3,12
<b>Lecturers:</b> doc. PaedDr. Terézia Harčáriková, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex035/22	<b>Course title:</b> Special art education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours preparation of outputs and student presentations; 15 hours of preparation for the student's interim assessments; 15 hours of preparation for the student's final assessments. A total of 55 hours of student work. Methods of conveying the content of education: monological methods in the form of interpretation and lecture, dialogical methods in the form of conversation, discussion methods, art and construction work as practical methods, self-study through e-learning, methods of independent approach, implementation of art techniques according to the assignment, combination of methods with teaching aids, art activities, methods of written work and methods of working with textual material.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is evaluated on an ongoing basis based on active participation (30%) and creative preparation of the presentation model of the art activity (70%) using appropriate art techniques with children (pupils) with special educational needs. The course usually includes other continuous assignments where the teacher checks the students' presence of mind and activity and which contribute to the improvement of the final grade, or the student can use them to make up for another assignment that is not sufficiently completed or an absence. When choosing an art technique, the student should consider the specific needs of the child (student) and adapt and design the activity accordingly. A score of at least 91 points is required for an A grade, 81 points for a B grade, 73 points for a C grade, 66 points for a D grade and 60 points for an E grade. Credit will not be awarded to a student who scores less than 59 points. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student approaches activities and assignments responsibly and creatively, enriches them with new ideas, knowledge, expresses his/her own opinions, expresses himself/herself on the subject, is active, develops his/her expression and thinks independently, is critical and objective, is original in his/her work	

B (90-81%, very good - above average standard), the student approaches activities and assignments responsibly, tries to be creative, sporadically enriches the teaching with his/her own opinions, the student is less original, based on pre-requisites, less interested in new trends

C (80-73%, good - normal reliable work), student shows reasonable interest, full duties as assigned, not extra, does not show much creativity or originality, student answers questions simply, does not deepen or develop his/her answers, takes a rather neutral, passive position, does not apply knowledge sufficiently in realizations

D (72-66%, satisfactory - acceptable results), in his/her activities and in completing the assignments the student fulfils the teacher's expectations only to a certain extent, the student completes the assignment, "does what he/she has to do", the results are not of sufficient quality, the student does not try to perform better, there is no critical thinking or use of knowledge in practice

E (65-60%, sufficient - results meet the minimum criteria), student performs his/her duties to the lowest possible degree, performs his/her duties minimally, is passive, inactive, shows no interest, is apathetic, does the minimum to complete and conclude the course

Fx (59-0%, Insufficient - extra work required), student does not meet the requirements and expectations of the instructor, does not meet the prerequisites for satisfactory completion of the course

Throughout the semester, the student is evaluated for active participation as well as active involvement in lectures, responding to questions, and adequate answers. The student is evaluated verbally or receives points. The student is evaluated for ongoing supplementary assignments to the current topic assigned by the instructor. The student is assessed on the presentation, its content and the formality of the assignment.

Scale of assessment (preliminary/final): 100/0

#### **Learning outcomes:**

Students will gain knowledge about the subject of special art education, its content, tasks, objectives and forms of implementation within the scope of educational and assisting practice in special education institutions.

Students have the opportunity to develop their communication, organizational and interpersonal skills, abstract and creative thinking. Through the course, students can gain knowledge and practical experience in working with individuals with special educational needs.

After successful completion of the course, the student will acquire basic theoretical knowledge, concepts related to art education in the context of special pedagogy, special art education, which is focused on creating with children with specific needs. Theoretically, the student knows the basic art techniques, their division and procedures and knows how to adapt them to the specific needs of children (pupils) and knows how to apply them adequately in the context of art activities. The student knows the differences in the specifics of the development of children's drawing in intact children and children with disabilities. The student knows the content and procedural aspects of the individual procedures for the implementation of art techniques, taking into account the needs of the individual.

The workshop enables students to develop practical skills and creativity in expressing themselves with children and pupils with special educational needs as well as with individuals from different marginalised groups.

#### **Class syllabus:**

- Special art education as a part of special aesthetic education.
- Specifics of the content, tasks, goals and forms of implementation of special art education for individuals with different types of disabilities, disorders or threats.
- Specifics of children's drawing development in intact children and children with disabilities - comparison, similarities and differences.

- Compensatory/special art aids.
- Art techniques, combined art techniques suitable for children with disabilities.
- Organization of the work of the educator in special art education.
- The personality of the educator and his/her preparation for the implementation of art activities in institutions for individuals with disabilities.
- Structure of the educational unit.
- Evaluation and interpretation of children's artistic expression.
- State education programme.

The content of the course has a theoretical-practical character. The student is acquainted with theoretical information and practical implementation of art techniques. The choice of techniques is based on the needs of the individual with a disability. The individual techniques are adapted and adapted to his/her specific needs.

The student chooses an art technique and adapts it to a child (pupil) with special educational needs, then applies and verifies it in practice. Part of the procedure is the use of special art aids that will facilitate the child's process of artistic realization. The student chooses from several ways of its realization. Then he/she presents the chosen method. In this way he/she learns to transform and use his/her knowledge into practice. The student shares his presentation with others. The teacher evaluates the presentation and continuously adds information with concrete examples.

#### **Recommended literature:**

GREGUŠOVÁ, H. a kol. 2011. Arteterapia v špeciálnej pedagogike. Teória a prax. Bratislava: Iris, 2011. 329 s. ISBN 978-80-89238-52-1.

MINICHOVÁ, L. 2018. Spontánne prejavy sprevádzajúce výtvarné vyjadrovanie detí v predškolskom veku. In: CREA-AE 2018: kreatívne reflexívne emocionálne alternatívne - umelecké vzdelávanie. 1 vyd. – Banská Bystrica (Slovensko) : Univerzita Mateja Bela v Banskej Bystrici, 2018. – ISBN 978-80-557-1519-3, s. 161-169

MINICHOVÁ, L. 2019. Výtvarná podoba expresívnych prejavov detí v predškolskom veku. In: Expresívne terapie vo vedách o človeku 2019. 1 vyd. – Ružomberok (Slovensko) : Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU, 2019. – ISBN 978-80-561-0701-0, s. 132-142

VALACHOVÁ, D. 2009. Povedzme to farbami alebo multikultúrna výchova a jej možnosti vo výtvarnej výchove. Vydání první. Brno: Tribun EU, 2009. 146 s. ISBN 9788073998554 132

Optional reading:

GREGUŠOVÁ, H. 2009. Výtvarná komunikácia a počítač v špeciálnej výtvarnej výchove [elektronický optický disk (CD ROM)] In: Aktuálne otázky špeciálnej pedagogiky na Slovensku (CD ROM). - Senec : Slovenská únia mediátorov, 2009. - S.14-22. - ISBN 978-80-970251-2-0.

GREGUŠOVÁ, H. 1989. Výtvarné techniky v osobitnej škole (Pedagogické čítanie). Bratislava: Krajský pedagogický ústav, 1989. 77 s.

MÜLLER, O. 1993. Terapie ve speciální pedagogice. Olomouc: UP v Olomouci, 2005.

POGÁDY, I. a kol. 1993. Detská kresba v diagnostike a liečbe. Bratislava: SAB, 1993.

ŠICKOVÁ-FABRICI, J. 2016. Základy arteterapie, 2016. 304 s. ISBN 978-80-262-1043-6

UMENIE V KONTEXTE ŠPECIÁLNEJ PEDAGOGIKY. Zborník príspevkov z medzinárodnej vedeckej konferencie. Bratislava: Iris, 2011. ISBN 978-80-89238-49-1.

UVÁČKOVÁ, I. et al. 2012. Metodika rozvíjania grafomotorických zručností detí v materských školách. Bratislava: Orbis Pictus Istropolitana, 2012. 148 s. ISBN 978-80-8120-146-2

VALACHOVÁ, D. 2005. Výtvarný prejav detí z multikultúrneho prostredia. Bratislava: Psychodiagnostika, a.s., 2005. 194 s. ISBN 9788088714026

VALACHOVÁ, D. 2009. Perspektívy výtvarnej edukácie v rozvoji osobnosti dieťaťa. In: Súčasnosť a budúcnosť predprimárnej edukácie. Prešov: Prešovská univerzita, 2009, S. 249  
ŠVP pre predprimárne vzdelávanie

<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 180						
A	ABS	B	C	D	E	FX
73,89	0,0	20,0	3,33	0,0	0,56	2,22
<b>Lecturers:</b> Mgr. Kristína Ondrašínová						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex059/22	<b>Course title:</b> Special art education for the mentally disabled
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours preparation of the student's outputs and presentations, 10 hours preparation for the student's interim evaluations, 20 hours preparation for the student's final evaluations. A total of 55 hours of student workload. Methods of delivering educational content: Monological methods in the form of explanation and lecture, dialogical and discussion methods, art and construction work as practical methods, use of computer technology, projections, methods of illustration and demonstration, realization of art techniques according to the assignment, combination of methods with teaching aids, art activities, demonstration of works and works within the online space, self-study through e-learning, methods of independent approach, methods of written work and methods of working with textual material.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is assessed on an ongoing basis based on active participation (30%) and creative preparation of a presentation of a model art activity with mentally disabled individuals of varying types and degrees of disability (70%). The course includes additional assignments on an ongoing basis as needed, where the instructor tests the students' reasoning skills and active engagement, and which contribute to improving the final grade. Interim assignments may be used to make up for other assignments that have not been completed or for absences. When selecting an art technique, the student should consider the specific needs of the child (student) with an intellectual disability and adapt and design the activity accordingly. A minimum of 91 points is required for an A grade, a minimum of 81 points is required for a B grade, a minimum of 73 points is required for a C grade, a minimum of 66 points is required for a D grade and a minimum of 60 points is required for an E grade. Credit will not be awarded to a student who scores less than 59 points in the assessment. Grades are awarded on a scale:	

A (100-91%, excellent - outstanding results), the student approaches activities and assignments responsibly and creatively, enriches them with new ideas, knowledge, expresses his/her own opinions, expresses himself/herself on the subject, is active, develops his/her expression and thinks independently, is critical and objective, is original in his/her work

B (90-81%, very good - above average standard), the student approaches activities and assignments responsibly, tries to be creative, sporadically enriches the learning with his/her own opinions, the student is less original, based on preconceptions, less interested in new trends

C (80-73%, good - normal reliable work), student shows reasonable interest, fulfills responsibilities as assigned, not in addition, does not show much creativity or originality, student answers questions simply, does not deepen or develop his/her answers, takes more of a neutral, passive position, does not apply knowledge sufficiently in implementations

D (72-66%, satisfactory - acceptable results), in his/her activities and in completing assignments, the student meets the teacher's expectations only to a certain extent, the student completes the assignment, "does what he/she has to do", the results are not of sufficient quality, the student does not try to perform at a higher level, there is no critical thinking or application of knowledge in practice

E (65-60%, sufficient - results meet the minimum criteria), the student performs at the lowest possible level, performs his/her duties minimally, is passive, inactive, shows no interest, is apathetic, does the minimum to complete and conclude the course

Fx (59-0%, insufficient - extra work required), student does not meet the requirements and expectations of the instructor, does not meet the conditions for satisfactory completion of the course Throughout the semester, the student is evaluated for active participation as well as active involvement in lectures, responding to questions, and adequate answers. The student is evaluated verbally or receives points. The student is evaluated for ongoing supplementary assignments to the current topic assigned by the instructor. The student is evaluated on the presentation, its content, and the formality of the assignment.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Students will gain knowledge about the subject of special art education of the mentally disabled, its content, tasks, objectives and forms of implementation within the scope of educational and assisting practice in institutions for mentally and multiply disabled individuals.

During the semester, the student develops his/her communication, organizational, interpersonal skills, abstract and creative thinking. Through the course, the student acquires knowledge and practical experience in working with individuals with intellectual disabilities of varying types and degrees of impairment.

Upon successful completion of the course, the student will acquire basic theoretical knowledge, concepts related to art education in the context of special education, focused on a group of mentally disabled individuals. Art education here is oriented towards creating with children with intellectual disabilities. Theoretically, the student knows the basic art techniques, their division and procedures and can adapt them to children (pupils) with intellectual disabilities and can adequately apply them to practice in art activities. The student knows the differences in the specifics of the development of children's drawing in intact children and in children with intellectual disabilities. The student knows the content and procedural aspects of the individual procedures for the implementation of art techniques, taking into account the needs of the individual, the needs of the individual with intellectual disabilities. The student develops practical skills and creative thinking in artistic expression with children and students with intellectual disabilities. At the same time, the student interacts with children with intellectual disabilities and enables them to express themselves creatively, to creatively solve problems and barriers through artistic expression, to know

and work with basic art concepts, and teaches the child practical skills, manipulation of basic tools and materials.

**Class syllabus:**

Brief outline of the course:

- Special art education of the mentally handicapped (its functions) as part of special aesthetic education.
- Content, tasks, goals and forms of realization of special art education of mentally handicapped. Development of children's drawing in the norm and in children with mental disabilities of different degrees.
- Specifics of the development of children's drawing in intact children and in children with mental disabilities - comparison, similarities and differences.
- Compensatory/special art aids and their use in teaching with the mentally handicapped.
- Art techniques, combined art techniques suitable for children with intellectual disabilities.
- Organization of the work of the educator in special art education.
- The personality of the educator and his preparation for the implementation of art activities in institutions for mentally and multiply handicapped individuals.
- Structure of the educational unit.
- Evaluation and interpretation of children's artistic expression.
- State educational program.

The content of the course has a theoretical-practical character. The student is familiarized with theoretical information and practical implementation of artistic techniques that are adapted to the needs of a child with intellectual disabilities of different types and degrees. The greatest emphasis is placed on selecting techniques based on the needs of the individual with an intellectual disability. Individual techniques are adapted and tailored to the specific needs of the individual with an intellectual disability.

The student chooses a specific technique according to certain criteria, especially the specifics of the development of children's drawing in children with intellectual disabilities, and adapts it to the child (pupil) with intellectual disabilities, then applies and verifies it in practice. Part of the procedure is the use of special art aids to facilitate the child's artistic process. The student chooses from several ways of its realization. He/she then presents the chosen method. In this way he/she learns to transform and use his/her knowledge into practice. The student shares his presentation with others. The teacher evaluates the presentation and continuously adds information with concrete examples.

**Recommended literature:**

Compulsory readings:

GREGUŠOVÁ, H. 1999. Program výtvarných činností v školskom klube osobitnej školy (2. upravené vydanie). Bratislava: MC, 1999.

GREGUŠOVÁ, H. 2004. Výtvarné aktivity mentálne postihnutých detí predškolského veku. (2. vydanie). Bratislava: Sapientia, 2004. 154 s. ISBN 80-968797-9-0.

GREGUŠOVÁ, H. 2002. Interdisciplinarita, umenie a mentálne postihnutie. In: Mentálne postihnutie z interdisciplinárneho aspektu. Zborník z odborného seminára s medzinárodnou účasťou. Bratislava: PdF UK, 2002. ISBN 80-967180-9-6.

MINICHOVÁ, L. 2020. Emočné prejavy ako súčasť expresívneho vyjadrovania v procese výtvarnej tvorby detí v predškolskom veku. In: Studia Scientifica Facultatis Paedagogicae. Ružomberok (Slovensko). Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU. – ISSN 1336-2232. – Roč. 19, č. 2 (2020), s. 87-97

UMENIE V KONTEXTE ŠPECIÁLNEJ PEDAGOGIKY. Zborník príspevkov z medzinárodnej vedeckej konferencie. Bratislava: Iris, 2011. ISBN 978-80-89238-49-1.



<p>Recommended readings:</p> <p>MINICHOVÁ, L. 2018. Spontánne prejavy sprevádzajúce výtvarné vyjadrovanie detí v predškolskom veku. In: CREA-AE 2018: kreatívne reflexívne emocionálne alternatívne - umelecké vzdelávanie. 1 vyd. – Banská Bystrica (Slovensko) : Univerzita Mateja Bela v Banskej Bystrici, 2018. ISBN 978-80-557-1519-3, s. 161-169</p> <p>MINICHOVÁ, L. 2019. Výtvarná podoba expresívnych prejavov detí v predškolskom veku. In: Expresívne terapie vo vedách o človeku 2019. 1 vyd. – Ružomberok (Slovensko) : Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU, 2019. – ISBN 978-80-561-0701-0, s. 132-142</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language and Czech language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 155</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>92,26</td><td>0,0</td><td>6,45</td><td>0,65</td><td>0,0</td><td>0,0</td><td>0,65</td></tr> </table>							A	ABS	B	C	D	E	FX	92,26	0,0	6,45	0,65	0,0	0,0	0,65
A	ABS	B	C	D	E	FX														
92,26	0,0	6,45	0,65	0,0	0,0	0,65														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex040/22	<b>Course title:</b> Special education of adults with disabilities
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 40 hours of preparing a presentation on a given topic; 5 hours of preparation for its presentation and the presentation itself. TOTAL: 50 hours of student work. Training methods: The basic method during the introductory lectures is the monological method - lecture and explanation of the theoretical background of the subject. A large part of the course is taught by combining teaching with practice and by applying theoretical knowledge to practical examples. This is followed by a discussion of the topics discussed. Presentations with photographic documentation of the individual topics and videos with examples of issues of adult individuals with disabilities are prepared for the students to provide a realistic idea of the topic. Based on the knowledge gained, they choose from the assigned topics and work in pairs, resulting in a colloquium presentation of their work.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The assessment consists of the assessment of the elaboration of the assigned topic in pairs and its presentation in a colloquium. The student can obtain a maximum of 100 points. 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. A minimum of 60 points is required to pass the course. A - the student knows/knows/creates/critically evaluates B - the student's knowledge/control/critical thinking is borderline C - student knows/learns but cannot apply to practice D - student partially knows/learned but not enough E - student minimally knows/does not learn sufficiently Fx - student has not acquired the necessary knowledge, skills The grade is awarded 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).  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

After completing the course, the student will have knowledge of the special pedagogy of adults with disabilities, while consolidating this knowledge by linking theory with practical examples from practice. The student will become familiar with the specifics of individual disabilities, their manifestations and consequences in adulthood. In this way, the student will get a concrete idea of working with disabled adults, which differs from working with disabled children.

The student will improve communication and ICT skills in the development of the presentation and the actual defence of the thesis. The knowledge and skills acquired in this way will help him/her to orientate himself/herself to the issues and prepare for their practical application.

**Class syllabus:**

General foundations of special education for adults with disabilities.

2. History of caring for adult individuals with disabilities.
3. Characteristics of adult individuals with intellectual and multiple disabilities.
4. Characteristics of adult individuals with physical disabilities.
5. Characteristics of adult individuals with visual impairments.
6. Characteristics of adult individuals with hearing impairments.
7. Characteristics of adult individuals with autism.
8. Adult individuals with other disabilities or impairments.
9. Quality of life of adult individuals with disabilities.
10. Institutions providing care for adult individuals with disabilities.
11. Leisure, educational and other activities for adult individuals with disabilities.
12. Specifics of the working, partner and sexual life of adult individuals with disabilities.

**Recommended literature:**

JESENSKÝ, J. 2000. Andragogika a gerontagogika handicapovaných. 1. vyd. Praha : Univerzita Karlova – Nakladatelství Karolinum, 2000. ISBN 80-7184-823-9.

KOZOŇ, A. 2012. Základy andragogiky pre špeciálnych pedagógov a sociálnych pracovníkov. Trenčín : SpoSoInte, 2012. ISBN 978-80-89533-08-4.

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. a VANČOVÁ, A. 2012. O sexualite a sexuálnej výchove mentálne postihnutých. Bratislava : Univerzita Komenského, 2012. ISBN 978-80-223-3336-8.

Recommended readings:

PALÁN, Z. – LANGER, T. 2008. Základy andragogiky. Praha : Univerzita J. A. Komenského, 2008 s. 184. ISBN 978-80-8672-358-7.

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. 2010. Pracovné uplatnenie jednotlivca s telesným postihnutím na voľnom pracovnom trhu. In: Aktuálne otázky edukácie jednotlivcov s telesným postihnutím, chorobou a zdravotným oslabením. Bratislava : Iris, 2010. S. 68-71. ISBN 978-80-8923-45-3.

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. a DJUBAŠÁKOVÁ, L. 2014. Diskusia o kvalite partnerského života dospelých osôb s mentálnym postihnutím In: Paedagogica specialis 28. Bratislava : Iris, 2014. S. 266-278. ISBN 978-80-223-3691-8.

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. a HARČARÍKOVÁ, T. 2014. Kvalita života jedinca s mentálnym postihnutím ako dôležitý determinant jeho sociálneho zdravia. In: Sociálne zdravie jedinca a spoločnosti. Trenčín : SpoSoIntE, 2014. S. 147-159. ISBN 978-80-89533-12-1.

<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 80						
A	ABS	B	C	D	E	FX
60,0	0,0	22,5	13,75	3,75	0,0	0,0
<b>Lecturers:</b> PaedDr. Andrea Prečuchová Štefanovičová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex040/22	<b>Course title:</b> Special education of adults with disabilities
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 40 hours of preparing a presentation on a given topic; 5 hours of preparation for its presentation and the presentation itself. TOTAL: 50 hours of student work. Training methods: The basic method during the introductory lectures is the monological method - lecture and explanation of the theoretical background of the subject. A large part of the course is taught by combining teaching with practice and by applying theoretical knowledge to practical examples. This is followed by a discussion of the topics discussed. Presentations with photographic documentation of the individual topics and videos with examples of issues of adult individuals with disabilities are prepared for the students to provide a realistic idea of the topic. Based on the knowledge gained, they choose from the assigned topics and work in pairs, resulting in a colloquium presentation of their work.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The assessment consists of the assessment of the elaboration of the assigned topic in pairs and its presentation in a colloquium. The student can obtain a maximum of 100 points. 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. A minimum of 60 points is required to pass the course. A - the student knows/knows/creates/critically evaluates B - the student's knowledge/control/critical thinking is borderline C - student knows/learns but cannot apply to practice D - student partially knows/learned but not enough E - student minimally knows/does not learn sufficiently Fx - student has not acquired the necessary knowledge, skills The grade is awarded 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).  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

After completing the course, the student will have knowledge of the special pedagogy of adults with disabilities, while consolidating this knowledge by linking theory with practical examples from practice. The student will become familiar with the specifics of individual disabilities, their manifestations and consequences in adulthood. In this way, the student will get a concrete idea of working with disabled adults, which differs from working with disabled children.

The student will improve communication and ICT skills in the development of the presentation and the actual defence of the thesis. The knowledge and skills acquired in this way will help him/her to orientate himself/herself to the issues and prepare for their practical application.

**Class syllabus:**

General foundations of special education for adults with disabilities.

2. History of caring for adult individuals with disabilities.
3. Characteristics of adult individuals with intellectual and multiple disabilities.
4. Characteristics of adult individuals with physical disabilities.
5. Characteristics of adult individuals with visual impairments.
6. Characteristics of adult individuals with hearing impairments.
7. Characteristics of adult individuals with autism.
8. Adult individuals with other disabilities or impairments.
9. Quality of life of adult individuals with disabilities.
10. Institutions providing care for adult individuals with disabilities.
11. Leisure, educational and other activities for adult individuals with disabilities.
12. Specifics of the working, partner and sexual life of adult individuals with disabilities.

**Recommended literature:**

JESENSKÝ, J. 2000. Andragogika a gerontagogika handicapovaných. 1. vyd. Praha : Univerzita Karlova – Nakladatelství Karolinum, 2000. ISBN 80-7184-823-9.

KOZOŇ, A. 2012. Základy andragogiky pre špeciálnych pedagógov a sociálnych pracovníkov. Trenčín : SpoSoInte, 2012. ISBN 978-80-89533-08-4.

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. a VANČOVÁ, A. 2012. O sexualite a sexuálnej výchove mentálne postihnutých. Bratislava : Univerzita Komenského, 2012. ISBN 978-80-223-3336-8.

Recommended readings:

PALÁN, Z. – LANGER, T. 2008. Základy andragogiky. Praha : Univerzita J. A. Komenského, 2008 s. 184. ISBN 978-80-8672-358-7.

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. 2010. Pracovné uplatnenie jednotlivca s telesným postihnutím na voľnom pracovnom trhu. In: Aktuálne otázky edukácie jednotlivcov s telesným postihnutím, chorobou a zdravotným oslabením. Bratislava : Iris, 2010. S. 68-71. ISBN 978-80-8923-45-3.

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. a DJUBAŠÁKOVÁ, L. 2014. Diskusia o kvalite partnerského života dospelých osôb s mentálnym postihnutím In: Paedagogica specialis 28. Bratislava : Iris, 2014. S. 266-278. ISBN 978-80-223-3691-8.

PREČUCHOVÁ ŠTEFANOVIČOVÁ, A. a HARČARÍKOVÁ, T. 2014. Kvalita života jedinca s mentálnym postihnutím ako dôležitý determinant jeho sociálneho zdravia. In: Sociálne zdravie jedinca a spoločnosti. Trenčín : SpoSoIntE, 2014. S. 147-159. ISBN 978-80-89533-12-1.

<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 80						
A	ABS	B	C	D	E	FX
60,0	0,0	22,5	13,75	3,75	0,0	0,0
<b>Lecturers:</b> PaedDr. Andrea Prečuchová Štefanovičová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex039/22	<b>Course title:</b> Special education of early childhood disabilities
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 30 hours of preparation for the interim assessment; 45 hours of preparation for the final assessment. A total of 80 hours of student work. Methods of education: interpretation of the curriculum, activating methods, small group work, cooperative learning, e-learning.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be a midterm evaluation during the semester in which the student may earn 30 points. In the final assessment in the form of a written exam, the student may earn 70 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 15 points in the continuous assessment. To pass the course, a minimum score of 60% is required. A - excellent performance, the student has excellent knowledge of early childhood special education and is able to transfer it into practice; B - excellent performance, the student has knowledge of early childhood special education, but there are shortcomings in the application to practice; C - good performance, the student has knowledge of early childhood special education, but is unable to translate it into practice; D - satisfactory, the student has basic knowledge of early childhood special education; E - the student has minimal knowledge of early childhood special education; Fx - the student has no knowledge of early childhood special education. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required).	



Scale of assessment (preliminary/final): 50/50
<p><b>Learning outcomes:</b></p> <p>After completing the course, the student will acquire information and knowledge about complex care for the family and the child in the early childhood and preschool period. Students will acquire the theoretical potential for effectively recognizing the individual needs of the affected child and his/her family in order to intervene appropriately. Students will acquire the professional competence (theoretical and partly practical) necessary to communicate and collaborate with other professionals of the team involved in the process of comprehensive care for the family and the child with disabilities in the early childhood and preschool period.</p>
<p><b>Class syllabus:</b></p> <ul style="list-style-type: none"> <li>• Early childhood special education. Early childhood special pedagogy. Aims, objectives and significance of disability pedagogy of early childhood and preschool age.</li> <li>• Early Care Services. Early care programmes.</li> <li>• Methods of supporting children with disabilities in early childhood and preschool.</li> <li>• Early diagnosis in the family of a child with a disability. Stages of parents' adaptation to the child's disability. Intervention activity.</li> <li>• Counseling for families with children of early childhood and preschool age.</li> <li>• The work of the field special educator.</li> <li>• Specifics of support work with parents of children with disabilities (parent support groups, professional team meetings, etc.). Participation of family members in the educational process.</li> <li>• Institutionalized care for early childhood and preschool children.</li> <li>• Participation of intact siblings in the process of education.</li> </ul>
<p><b>Recommended literature:</b></p> <p>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.</p> <p>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.</p> <p>NAGYOVÁ, K., DRAHOŠOVÁ, M. 2020. Potreby rodín predčasne narodených detí In: Edukačná realita v materských školách. - Prešov : Rokus, 2020. - S. 103-118. - ISBN 978-80-89510-87-0</p> <p>VANČOVÁ, A. a kol. 2012. Špeciálna pedagogika raného a predškolského veku. Bratislava: IRIS, 2012. ISBN 978-80-89238-68-2.</p> <p>Recommended reading:</p> <p>DOMAN, G. 1997. Jak pečovat o vaše postižené dítě. Olomouc: Votobia, 1997. ISBN 80-7198-390-X.</p> <p>EINONOVÁ, D. 2001. Rozvoj osobnosti. 1.vydanie. Havlíčkův Brod: Fragment, 2001. ISBN 80-7200-518-9</p> <p>HAMPL, I., SCHMIDTOVÁ, M. 2016. Špecifiká edukácie detí s poruchou sluchu v ranom veku. 2016. Bratislava: IRIS. ISBN 978-80-89726-85-1</p> <p>JAKUBÍKOVÁ, Z., KOSTRUB, D. 2009. Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. 1. vyd. Prešov: Rokus, 2009.</p> <p>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.</p> <p>KOVÁČOVÁ, B. 2019. S inklúziou od raného veku. Bratislava: Reziliencia, 2019. ISBN 978-80-972277-5-3</p>

KOVÁČOVÁ, B. 2014. Ergoterapia v ranom a v predškolskom veku. Bratislava: Univerzita Komenského v Bratislave, 2014. ISBN 978-80-223-3737-3

KOVÁČOVÁ, B. 2011. Vývinovo orientovaná dramatoterapia. Možnosti a limity vo výchove a včasnej intervencii. Bratislava: Musica Liturgica, a.s., 2011. ISBN 978-80-970418-1-6

KVĚTOŇOVÁ-ŠVECOVÁ, L. 2004. Edukace dětí se speciálními potřebami v raném a předškolním věku. Brno: Paidio, 2004. ISBN 80-731-5063-8

MONATOVÁ, L. 2000. Speciálně pedagogická diagnostika z hlediska vývoje dětí. Brno: Paidio, 2000. ISBN 80-859-3186-9

NAGYOVÁ, K., NOVÁKOVÁ, T. 2016. Výchovné štýly uplatňované u rodiny dieťaťa s telesným postihnutím In: Paedagogica specialis 30. - Bratislava : Univerzita Komenského v Bratislave, 2016. - S. 201-207. – ISBN 978-80-223-4155-4

NAGYOVÁ, K., PERLÍKOVÁ, K. 2019. Význam Centier včasnej intervencie pre rodiny detí s postihnutím In: Paedagogica specialis. - Bratislava : Univerzita Komenského v Bratislave, 2019. - S. 194-216. – ISBN 978-80-223-4852-2

NAGYOVÁ, K., VALISKOVÁ, S. 2018. Rola otca pri výchove a vzdelávaní dieťaťa s postihnutím [elektronický dokument] In: Perspektivy spoločného vzdelávania [elektronický dokument] : 5 olomoucké speciálněpedagogické dny. - Olomouc : Univerzita Palackého v Olomouci, 2018. - S. 92-96 [online]. - ISBN 978-80-244-5430-6 [Mezinárodní konference k problematice osob se specifickými potřebami. 18, Olomouc, 14.03.2017 - 15.03.2017

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.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 198

A	ABS	B	C	D	E	FX
53,03	0,0	27,78	9,6	3,54	2,02	4,04

**Lecturers:**

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex055/22	<b>Course title:</b> Special education practice in the pedagogy of intellectual disability and multiple disabilities
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 26s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 26 hours of special pedagogical practice per semester using the combined method Student workload: 5 x 5 hours + 1 hour of special pedagogical practice in a training facility = 26 hours; 14 hours of preparation for educational activities, 20 hours of preparation of written work. TOTAL: 60 hours of student work. Methods of educational activities: Monological methods - explanation, instruction; dialogical methods - interview, guided discussion on the topic; situational methods - case studies, application of theoretical knowledge on practical examples; staging methods - structured and unstructured role-playing; heuristic methods; methods of conflict situations; problem methods - brainstorming, practice; practical methods - simulations, training; method of situation analysis - analysis and evaluation of the situation, possible variants and selection of the best solution of the situation.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the course of the semester, the completion of the practicum and the preparation of one written paper (preparation for educational classes and hospital records) will be evaluated for 50 points each. 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 15 points in either of the two conditions. To pass the course, a minimum score of 60% is required. Assessment weighting: 100/0 The grade is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, insufficient - additional work required)	

The rating is awarded on a scale:

A (100-91%, excellent performance, the student has practically mastered the educational process / appropriately selected methods, forms, means and organization of work / creates / critically evaluates)

B (90-81%, excellent performance, the student has practically mastered the educational process/ appropriately selected methods, forms, means and organizations of work, creates/ but critical thinking is borderline),

C (80-73%, good performance, student has mastered the educational process/appropriately selected methods, forms, means and organization of work, but cannot apply to practice),

D (72-66%, acceptable performance, the student has satisfactorily mastered the educational process/ appropriately selected methods, forms, means and organization of work, but cannot apply to practice),

E (65-60%, satisfactory performance, the student meets the minimum criteria in the knowledge acquired, but cannot apply to practice),

Fx (59-0%, insufficient performance, student does not meet the set criteria, cannot apply to practice).

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

The internship will enable students to acquire the necessary skills to analyze educational and complex-rehabilitation processes in institutions for individuals with mental and multiple disabilities, especially in social service homes, with an emphasis on gaining direct experience in working with individuals with mental and multiple disabilities, applying theoretical knowledge and practical skills in practical outcomes.

Students will acquire the ability to select and apply appropriate methodological practices in creative activities in art, music, movement, reasoning, and occupational education in relation to specific diagnoses of individuals within the context of narratives and outcomes under the guidance of special educators. They will also acquire communication and organizational competencies related to the role of the special educator.

### **Class syllabus:**

- Introductory practice session. Introducing students to the course of the internship - basic instructions.
- Introduction to the practice. Introductory introduction to the content, aims, methods and forms of working with individuals with intellectual and multiple disabilities in the educational process of specific subjects. Special educational care of individuals with intellectual and multiple disabilities. Hospitalization in art, music, movement, reasoning and work education, analysis of the educational process from the special-pedagogical aspect. Specific education - preparation for educational activity. Implementation of educational activities for individuals with intellectual and multiple disabilities. Analysis of educational activity from the special-pedagogical aspect. Evaluation of practice, reflection and self-reflection of students.
- Final practice meeting. Evaluation of the results of the written work - five preparations and five reflections of the educational activities.

### **Recommended literature:**

Compulsory readings:

VZDELÁVACÍ PROGRAM PRE ŽIAKOV S MENTÁLNYM POSTIHNUTÍM PRIMÁRNE VZDELÁVANIE. 2016. Dostupné na internete: <https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/vzdelavacie-programy/vzdelavacie-programy-ziakov-so-zdravotnym-znevyhodnenim-vseobecnym->

intelektovym-nadanim/zakladne-vzdelavanie-primarne-vzdelavanie-nizsie-stredne-vzdelavanie/  
vp\_pre\_ziakov\_s\_mentalnym\_postihnutim.pdf  
VZDELÁVACÍ PROGRAM PRE ŽIAKOV S VIACNÁSOBNÝM POSTIHNUTÍM PRE  
PRIMÁRNE A NIŽŠIE STREDNÉ VZDELÁVANIE. 2016. Dostupné na internete:  
[https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecny-intelektovym-nadanim/vzdelavacie-programy/vzdelavacie-programy-ziakov-so-zdravotnym-znevyhodnenim-vseobecny-intelektovym-nadanim/zakladne-vzdelavanie-primarne-vzdelavanie-nizsie-stredne-vzdelavanie/vp\\_pre\\_ziakov\\_s\\_viacnasobnym\\_postihnutim.pdf](https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecny-intelektovym-nadanim/vzdelavacie-programy/vzdelavacie-programy-ziakov-so-zdravotnym-znevyhodnenim-vseobecny-intelektovym-nadanim/zakladne-vzdelavanie-primarne-vzdelavanie-nizsie-stredne-vzdelavanie/vp_pre_ziakov_s_viacnasobnym_postihnutim.pdf)

**Recommended readings:**

KRUPA, S. a kol. 2006. Rozvoj komunitných sociálnych služieb. 1. vyd. Bratislava: Rada pre poradenstvo v sociálnej práci, 2006. ISBN 80-969581-7-8.

KRUPA, S. a kol. 2007. Transformácia domovov sociálnych služieb s cieľom sociálnej a pracovnej integrácie ich obyvateľov. 1. vyd. Bratislava: Rada pre poradenstvo v sociálnej práci, 2007. ISBN 978-80-970004-2-4.

KOLEKTÍV AUTOROV. 2009. Komplexná rehabilitácia viacnásobne postihnutých: niektoré nové metodiky a programy. Bratislava : MABAG spol. s r.o., 2009. ISBN 9788089113439.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 220

A	ABS	B	C	D	E	FX
91,36	0,0	5,0	0,0	0,0	0,0	3,64

**Lecturers:** Mgr. Kristína Tkáčová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex055/22	<b>Course title:</b> Special education practice in the pedagogy of intellectual disability and multiple disabilities
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 26s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 26 hours of special pedagogical practice per semester using the combined method Student workload: 5 x 5 hours + 1 hour of special pedagogical practice in a training facility = 26 hours; 14 hours of preparation for educational activities, 20 hours of preparation of written work. TOTAL: 60 hours of student work. Methods of educational activities: Monological methods - explanation, instruction; dialogical methods - interview, guided discussion on the topic; situational methods - case studies, application of theoretical knowledge on practical examples; staging methods - structured and unstructured role-playing; heuristic methods; methods of conflict situations; problem methods - brainstorming, practice; practical methods - simulations, training; method of situation analysis - analysis and evaluation of the situation, possible variants and selection of the best solution of the situation.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the course of the semester, the completion of the practicum and the preparation of one written paper (preparation for educational classes and hospital records) will be evaluated for 50 points each. 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 15 points in either of the two conditions. To pass the course, a minimum score of 60% is required. Assessment weighting: 100/0 The grade is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, insufficient - additional work required)	

The rating is awarded on a scale:

A (100-91%, excellent performance, the student has practically mastered the educational process / appropriately selected methods, forms, means and organization of work / creates / critically evaluates)

B (90-81%, excellent performance, the student has practically mastered the educational process/ appropriately selected methods, forms, means and organizations of work, creates/ but critical thinking is borderline),

C (80-73%, good performance, student has mastered the educational process/appropriately selected methods, forms, means and organization of work, but cannot apply to practice),

D (72-66%, acceptable performance, the student has satisfactorily mastered the educational process/ appropriately selected methods, forms, means and organization of work, but cannot apply to practice),

E (65-60%, satisfactory performance, the student meets the minimum criteria in the knowledge acquired, but cannot apply to practice),

Fx (59-0%, insufficient performance, student does not meet the set criteria, cannot apply to practice).

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

The internship will enable students to acquire the necessary skills to analyze educational and complex-rehabilitation processes in institutions for individuals with mental and multiple disabilities, especially in social service homes, with an emphasis on gaining direct experience in working with individuals with mental and multiple disabilities, applying theoretical knowledge and practical skills in practical outcomes.

Students will acquire the ability to select and apply appropriate methodological practices in creative activities in art, music, movement, reasoning, and occupational education in relation to specific diagnoses of individuals within the context of narratives and outcomes under the guidance of special educators. They will also acquire communication and organizational competencies related to the role of the special educator.

### **Class syllabus:**

- Introductory practice session. Introducing students to the course of the internship - basic instructions.
- Introduction to the practice. Introductory introduction to the content, aims, methods and forms of working with individuals with intellectual and multiple disabilities in the educational process of specific subjects. Special educational care of individuals with intellectual and multiple disabilities. Hospitalization in art, music, movement, reasoning and work education, analysis of the educational process from the special-pedagogical aspect. Specific education - preparation for educational activity. Implementation of educational activities for individuals with intellectual and multiple disabilities. Analysis of educational activity from the special-pedagogical aspect. Evaluation of practice, reflection and self-reflection of students.
- Final practice meeting. Evaluation of the results of the written work - five preparations and five reflections of the educational activities.

### **Recommended literature:**

Compulsory readings:

VZDELÁVACÍ PROGRAM PRE ŽIAKOV S MENTÁLNYM POSTIHNUTÍM PRIMÁRNE VZDELÁVANIE. 2016. Dostupné na internete: <https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/vzdelavacie-programy/vzdelavacie-programy-ziakov-so-zdravotnym-znevyhodnenim-vseobecnym->

intelektovym-nadanim/zakladne-vzdelavanie-primarne-vzdelavanie-nizsie-stredne-vzdelavanie/  
vp\_pre\_ziakov\_s\_mentalnym\_postihnutim.pdf  
VZDELÁVACÍ PROGRAM PRE ŽIAKOV S VIACNÁSOBNÝM POSTIHNUTÍM PRE  
PRIMÁRNE A NIŽŠIE STREDNÉ VZDELÁVANIE. 2016. Dostupné na internete:  
[https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevychodnenim-vseobecny-intelektovym-nadanim/vzdelavacie-programy/vzdelavacie-programy-ziakov-so-zdravotnym-znevychodnenim-vseobecny-intelektovym-nadanim/zakladne-vzdelavanie-primarne-vzdelavanie-nizsie-stredne-vzdelavanie/vp\\_pre\\_ziakov\\_s\\_viacnasobnym\\_postihnutim.pdf](https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevychodnenim-vseobecny-intelektovym-nadanim/vzdelavacie-programy/vzdelavacie-programy-ziakov-so-zdravotnym-znevychodnenim-vseobecny-intelektovym-nadanim/zakladne-vzdelavanie-primarne-vzdelavanie-nizsie-stredne-vzdelavanie/vp_pre_ziakov_s_viacnasobnym_postihnutim.pdf)

**Recommended readings:**

KRUPA, S. a kol. 2006. Rozvoj komunitných sociálnych služieb. 1. vyd. Bratislava: Rada pre poradenstvo v sociálnej práci, 2006. ISBN 80-969581-7-8.

KRUPA, S. a kol. 2007. Transformácia domovov sociálnych služieb s cieľom sociálnej a pracovnej integrácie ich obyvateľov. 1. vyd. Bratislava: Rada pre poradenstvo v sociálnej práci, 2007. ISBN 978-80-970004-2-4.

KOLEKTÍV AUTOROV. 2009. Komplexná rehabilitácia viacnásobne postihnutých: niektoré nové metodiky a programy. Bratislava : MABAG spol. s r.o., 2009. ISBN 9788089113439.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 220

A	ABS	B	C	D	E	FX
91,36	0,0	5,0	0,0	0,0	0,0	3,64

**Lecturers:** Mgr. Katarína Čierna, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex057/22	<b>Course title:</b> Special education practice in the pedagogy of the hearing impaired
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 26s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 26 hours of special pedagogical practice, combined method Student workload: 26 hours of practice and 24 hours of preparation for the implementation of practical tasks. A total of 50 hours of student work. Methods: Interpretation of material, direct teaching in practice	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will complete the internship in its entirety and submit a portfolio according to the instructions of the internship methodologist of the activities carried out during the internship and a reflection (the maximum possible number of points obtained is 100). 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. 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 can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment. Scale of assessment (preliminary/final): 100/0	

<b>Learning outcomes:</b> The student will become familiar with the actual conditions of education and practice in selected settings for individuals with hearing impairments. The student will actively observe the course of activities, learn to implement methodical preparations for educational/leisure/therapeutic activities. The student learns to analyse, organise, manage educational/leisure/therapeutic activities on the basis of a direct confrontation of theoretical knowledge and specific tasks/activities in a selected facility. The student develops communication skills, practical experience, links acquired theoretical knowledge with practical experience, develops organizational skills, interpersonal skills, creativity, abstract thinking, critical thinking, thinking in context, metacognitive skills.						
<b>Class syllabus:</b> 1.Initial meeting with instructions for the implementation of the practice, 2. Continuous practice according to the instructions, 3. Final practice meeting, handing over the portfolio and presentation of the implemented practice, evaluation of the practice.						
<b>Recommended literature:</b> Compulsory/Recommended readings: Aktuálne platný Školský zákon a prislúchajúce vyhlášky. Školské vzdelávacie a výchovné programy jednotlivých škôl pre žiakov so SP. BRHELOVÁ, V., 2009. Metodická príručka pre vychovávateľov v školských internátoch. Výchovný program školského internátu. Bratislava: Metodicko-pedagogické centrum, 2009. ISBN 978-80-8052-332-9 . TARCSIOVÁ, D.,2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. 1.vyd. Bratislava: Sapiencia, 222s. ISBN 80-969112-7-9. TARCSIOVÁ, D.,2008. Pedagogika sluchovo postihnutých (vybrané kapitoly). 1. vyd. Bratislava: Mabag 2008, 112s. ISBN 978-80-89113-52-1.						
<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 184						
A	ABS	B	C	D	E	FX
59,78	0,0	16,3	15,22	2,72	3,26	2,72
<b>Lecturers:</b> Mgr. Miroslava Tomášková, PhD., Mgr. Kristína Ondrašínová						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex057/22	<b>Course title:</b> Special education practice in the pedagogy of the hearing impaired
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 26s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 26 hours of special pedagogical practice, combined method Student workload: 26 hours of practice and 24 hours of preparation for the implementation of practical tasks. A total of 50 hours of student work. Methods: Interpretation of material, direct teaching in practice	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will complete the internship in its entirety and submit a portfolio according to the instructions of the internship methodologist of the activities carried out during the internship and a reflection (the maximum possible number of points obtained is 100). 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. 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 can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment. Scale of assessment (preliminary/final): 100/0	

**Learning outcomes:**

The student will become familiar with the actual conditions of education and practice in selected settings for individuals with hearing impairments. The student will actively observe the course of activities, learn to implement methodical preparations for educational/leisure/therapeutic activities. The student learns to analyse, organise, manage educational/leisure/therapeutic activities on the basis of a direct confrontation of theoretical knowledge and specific tasks/activities in a selected facility.

The student develops communication skills, practical experience, links acquired theoretical knowledge with practical experience, develops organizational skills, interpersonal skills, creativity, abstract thinking, critical thinking, thinking in context, metacognitive skills.

**Class syllabus:**

1. Initial meeting with instructions for the implementation of the practice, 2. Continuous practice according to the instructions, 3. Final practice meeting, handing over the portfolio and presentation of the implemented practice, evaluation of the practice.

**Recommended literature:**

Compulsory/Recommended readings:

Aktuálne platný Školský zákon a prislúchajúce vyhlášky.

Školské vzdelávacie a výchovné programy jednotlivých škôl pre žiakov so SP.

BRHELOVÁ, V., 2009. Metodická príručka pre vychovávateľov v školských internátoch.

Výchovný program školského internátu. Bratislava: Metodicko-pedagogické centrum, 2009.

ISBN 978-80-8052-332-9 .

TARCSIOVÁ, D., 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. 1. vyd. Bratislava: Sapiencia, 222s. ISBN 80-969112-7-9.

TARCSIOVÁ, D., 2008. Pedagogika sluchovo postihnutých (vybrané kapitoly). 1. vyd.

Bratislava: Mabag 2008, 112s. ISBN 978-80-89113-52-1.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:****Past grade distribution**

Total number of evaluated students: 184

A	ABS	B	C	D	E	FX
59,78	0,0	16,3	15,22	2,72	3,26	2,72

**Lecturers:** Mgr. Miroslava Tomášková, PhD., Mgr. Kristína Ondrašínová

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex058/22	<b>Course title:</b> Special education practice in the pedagogy of the visually impaired
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 26s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 26 hours of practice per semester, using the combined method. Student workload: 26 hours of practice in facilities providing education/care for individuals with visual impairments, including analyzes of educational activities + 14 hours of preparation + 10 hours of literature study + 5 hours of practical reflection. A total of 55 hours of student work. Methods of delivering educational content: Discussion, observation, methods of practical activity, self-study, analysis and synthesis, analysis of educational situations.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by preparing and submitting a reflection from the practice according to a predetermined muster, which includes preparations for the student's practical outputs, notes from tutorials and analyses, the student's created practical outputs (aids, programs, documentation, hospitalization record, etc.). The student may earn 100 points for reflection and completion of the practicum. Assessment weighting: 100/0 The grade is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, insufficient - additional work required) 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 obtains less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required.	

A-excellent performance, the student critically evaluates, knows/manages basic concepts of the pedagogy of the visually impaired, is able to apply them in special education practice, actively participates in the analysis of educational situations, keeps detailed records of the course of practice, proactively approaches the solution of VV situations, conscientiously prepares for practical activities;

B-excellent performance, the student knows/manages basic concepts, but critical thinking is reduced, involvement in practice activities is not very frequent, insights from practice are not complete but correspond to the criteria set by the teacher, keeps records with minor deficiencies, reflection shows minor deficiencies;

C-good performance, the student cannot fully translate the knowledge from the pedagogy of the visually impaired into practice, the activity in practice is lower, the notes are more austere, the activity is carried out at the initiative of the teacher, there is a lack of a proactive approach, the reflection is at a lower level of comprehensiveness in terms of content, the records show major shortcomings.

D-acceptable performance, student applies the material in the pedagogy of the visually impaired to a very limited extent, learns but is not comprehensively able to apply in practice, is minimally proactive in practice, preparations and records are incomplete, insufficiently broken down, preparation for the outcomes is at a low level;

E-minimally acceptable performance, student applies only elements of the learning in the pedagogy of the visually impaired to a highly limited extent, minimal preparation, records and preparations are sparse with significant deficiencies, not active in the practicum;

FX-Unacceptable performance, student has not met the requirements for the specified criteria.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

After completing the internship, the student has formed ideas about the way of education of the visually impaired, can name the actors of education and their assigned tasks, knows the material and technical provision of the educational process, can describe the role of the teacher in the process of education, is aware of the importance of cooperation with other professionals, has mastered information about the pedagogical documentation, is familiar with the real conditions of practical activity in institutions providing educational rehabilitation to individuals with visual impairment, knows the daily routine in the educational institution, interprets the methods of practice organisation, knows and can describe different methods of education, including specific ones, can describe the strategies used to support the pupil and overcome various deficits resulting from visual impairment. He/she has mastered the professional terminology used in special education practice, understands the principles of visual hygiene in education. During the internship, the student has developed his/her communication skills, promoted his/her organizational skills, analytical thinking and also digital competences.

### **Class syllabus:**

The aim of the course is to acquire knowledge, experience and practical skills in educational activities in educational institutions focused on the visually impaired, or on inclusive education of the visually impaired.

Observation of the processes and phenomena of special education practice. The student will learn to identify special-educational processes and special-educational phenomena in practice and be able to clearly communicate the difference between them. The student is able to relate what is learned to what is observed.

Analyze and analyze the various activities of special education practice. The student will learn several ways of identifying and analysing individual activities of special pedagogical practice, he/she will be able to characterise individual activities in theoretical terms, he/she will acquire the

ability to extract methods, forms, means and organisation of work used by the teacher, he/she will learn to identify special approaches to pupils with disabilities.

Creation of methodological materials. Didactic and methodological procedures. The student will gain an overview of educational support and methodological materials in school, gain knowledge and skills to create simple educational material and apply it in the process of education of pupils with disabilities according to the instructions of the trainee teacher, understand the principles of creating such materials, understand the sequence of didactic and methodological procedures in practice with regard to the type of educational activity. Learn to prepare simple didactic procedures (preparations) in theory and then apply them in practice under the guidance of the trainee teacher.

Documentation in the process of educational rehabilitation. Becomes familiar with the valid school documentation, understands the need to keep records of pupils and school activities, identifies individual school documents, navigates through them. Is able to analyse individual entries in documents, perceives their connection with the educational process.

Educational programme for children with visual impairment for pre-primary education. Educational programme for pupils with visual impairment for primary and lower secondary education. The student knows and navigates in educational programs, can identify the goals of education, knows in the theoretical level the specifics of approaches and strategies in the education of the disabled. He/she knows the framework and scope of the student's curriculum, orientates himself/herself in the subjects of the field of Special Educational Support.

Indicators of hospital registration. The student will learn to create a detailed hospitalization record, identify the methods, principles, means and organization of the teaching process used by the teacher, acquire the ability to identify the essential features of the pedagogical process, know how to chronologically record the context of the pedagogical process. He/she will be able to communicate important findings to the teacher and develop a synthesised understanding of the teaching of pupils with visual impairment.

Analysis of special education, stimulation and rehabilitation programs, analysis of case studies. The student will acquire knowledge of currently used special education, stimulation and rehabilitation programs for the visually impaired, learn to identify the basic elements of case studies (records of the pupil and relevant documentation about the pupil), acquire the skill at an elementary level to create simple case studies from observation of pupils in education, acquire skill in the creation of a short and simple stimulation program/assistance.

### **Recommended literature:**

Compulsory readings:

LOPÚCHOVÁ, J. 2009. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN: 978-80-89238-61-3.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

Vzdelávací program pre deti so zrakovým postihnutím pre predprimárne vzdelávanie.

Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky pod číslom 2017-2127/20564:14-10G0

Vzdelávací program pre žiakov so zrakovým postihnutím pre primárne a nižšie stredné vzdelávanie, pre primárne umelecké vzdelávanie a nižšie sekundárne vzdelávanie. Schválilo Ministerstvo školstva, vedy, výskumu a športu pod číslom 2016-14674/20284:16-10F0

Recommended readings:

NÉMETH, O. 1999. Slabozrakosť ako pedagogický problém. Bratislava: SAPIENTA, 1999. ISBN: 9788096718054.

JANKOVÁ, J., MORAVCOVÁ, D. 2017. Asistent pedagoga a dieťa se zrakovým postihnutím. Praha: Praspárta, 2017. ISBN: 978-80-88163-6-9.

Zákon 245/2008 Z.z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 183

A	ABS	B	C	D	E	FX
95,08	0,0	3,83	0,0	0,0	0,0	1,09

**Lecturers:** doc. PaedDr. Jana Lopúchová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex058/22	<b>Course title:</b> Special education practice in the pedagogy of the visually impaired
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 26s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 26 hours of practice per semester, using the combined method. Student workload: 26 hours of practice in facilities providing education/care for individuals with visual impairments, including analyzes of educational activities + 14 hours of preparation + 10 hours of literature study + 5 hours of practical reflection. A total of 55 hours of student work. Methods of delivering educational content: Discussion, observation, methods of practical activity, self-study, analysis and synthesis, analysis of educational situations.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by preparing and submitting a reflection from the practice according to a predetermined muster, which includes preparations for the student's practical outputs, notes from tutorials and analyses, the student's created practical outputs (aids, programs, documentation, hospitalization record, etc.). The student may earn 100 points for reflection and completion of the practicum. Assessment weighting: 100/0 The grade is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, insufficient - additional work required) 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 obtains less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required.	

A-excellent performance, the student critically evaluates, knows/manages basic concepts of the pedagogy of the visually impaired, is able to apply them in special education practice, actively participates in the analysis of educational situations, keeps detailed records of the course of practice, proactively approaches the solution of VV situations, conscientiously prepares for practical activities;

B-excellent performance, the student knows/manages basic concepts, but critical thinking is reduced, involvement in practice activities is not very frequent, insights from practice are not complete but correspond to the criteria set by the teacher, keeps records with minor deficiencies, reflection shows minor deficiencies;

C-good performance, the student cannot fully translate the knowledge from the pedagogy of the visually impaired into practice, the activity in practice is lower, the notes are more austere, the activity is carried out at the initiative of the teacher, there is a lack of a proactive approach, the reflection is at a lower level of comprehensiveness in terms of content, the records show major shortcomings.

D-acceptable performance, student applies the material in the pedagogy of the visually impaired to a very limited extent, learns but is not comprehensively able to apply in practice, is minimally proactive in practice, preparations and records are incomplete, insufficiently broken down, preparation for the outcomes is at a low level;

E-minimally acceptable performance, student applies only elements of the learning in the pedagogy of the visually impaired to a highly limited extent, minimal preparation, records and preparations are sparse with significant deficiencies, not active in the practicum;

FX-Unacceptable performance, student has not met the requirements for the specified criteria.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

After completing the internship, the student has formed ideas about the way of education of the visually impaired, can name the actors of education and their assigned tasks, knows the material and technical provision of the educational process, can describe the role of the teacher in the process of education, is aware of the importance of cooperation with other professionals, has mastered information about the pedagogical documentation, is familiar with the real conditions of practical activity in institutions providing educational rehabilitation to individuals with visual impairment, knows the daily routine in the educational institution, interprets the methods of practice organisation, knows and can describe different methods of education, including specific ones, can describe the strategies used to support the pupil and overcome various deficits resulting from visual impairment. He/she has mastered the professional terminology used in special education practice, understands the principles of visual hygiene in education. During the internship, the student has developed his/her communication skills, promoted his/her organizational skills, analytical thinking and also digital competences.

### **Class syllabus:**

The aim of the course is to acquire knowledge, experience and practical skills in educational activities in educational institutions focused on the visually impaired, or on inclusive education of the visually impaired.

Observation of the processes and phenomena of special education practice. The student will learn to identify special-educational processes and special-educational phenomena in practice and be able to clearly communicate the difference between them. The student is able to relate what is learned to what is observed.

Analyze and analyze the various activities of special education practice. The student will learn several ways of identifying and analysing individual activities of special pedagogical practice, he/she will be able to characterise individual activities in theoretical terms, he/she will acquire the

ability to extract methods, forms, means and organisation of work used by the teacher, he/she will learn to identify special approaches to pupils with disabilities.

Creation of methodological materials. Didactic and methodological procedures. The student will gain an overview of educational support and methodological materials in school, gain knowledge and skills to create simple educational material and apply it in the process of education of pupils with disabilities according to the instructions of the trainee teacher, understand the principles of creating such materials, understand the sequence of didactic and methodological procedures in practice with regard to the type of educational activity. Learn to prepare simple didactic procedures (preparations) in theory and then apply them in practice under the guidance of the trainee teacher.

Documentation in the process of educational rehabilitation. Becomes familiar with the valid school documentation, understands the need to keep records of pupils and school activities, identifies individual school documents, navigates through them. Is able to analyse individual entries in documents, perceives their connection with the educational process.

Educational programme for children with visual impairment for pre-primary education. Educational programme for pupils with visual impairment for primary and lower secondary education. The student knows and navigates in educational programs, can identify the goals of education, knows in the theoretical level the specifics of approaches and strategies in the education of the disabled. He/she knows the framework and scope of the student's curriculum, orientates himself/herself in the subjects of the field of Special Educational Support.

Indicators of hospital registration. The student will learn to create a detailed hospitalization record, identify the methods, principles, means and organization of the teaching process used by the teacher, acquire the ability to identify the essential features of the pedagogical process, know how to chronologically record the context of the pedagogical process. He/she will be able to communicate important findings to the teacher and develop a synthesised understanding of the teaching of pupils with visual impairment.

Analysis of special education, stimulation and rehabilitation programs, analysis of case studies. The student will acquire knowledge of currently used special education, stimulation and rehabilitation programs for the visually impaired, learn to identify the basic elements of case studies (records of the pupil and relevant documentation about the pupil), acquire the skill at an elementary level to create simple case studies from observation of pupils in education, acquire skill in the creation of a short and simple stimulation program/assistance.

### **Recommended literature:**

Compulsory readings:

LOPÚCHOVÁ, J. 2009. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN: 978-80-89238-61-3.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

Vzdelávací program pre deti so zrakovým postihnutím pre predprimárne vzdelávanie.

Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky pod číslom 2017-2127/20564:14-10G0

Vzdelávací program pre žiakov so zrakovým postihnutím pre primárne a nižšie stredné vzdelávanie, pre primárne umelecké vzdelávanie a nižšie sekundárne vzdelávanie. Schválilo Ministerstvo školstva, vedy, výskumu a športu pod číslom 2016-14674/20284:16-10F0

Recommended readings:

NÉMETH, O. 1999. Slabozrakosť ako pedagogický problém. Bratislava: SAPIENTA, 1999. ISBN: 9788096718054.

JANKOVÁ, J., MORAVCOVÁ, D. 2017. Asistent pedagoga a dítě se zrakovým postižením. Praha: Prasperta, 2017. ISBN: 978-80-88163-6-9.

Zákon 245/2008 Z.z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.						
<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 183						
A	ABS	B	C	D	E	FX
95,08	0,0	3,83	0,0	0,0	0,0	1,09
<b>Lecturers:</b> doc. PaedDr. Jana Lopúchová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex056/22	<b>Course title:</b> Special educational practice in the pedagogy of physically disabled and medically impaired
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 26s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 26 hours of special pedagogical practice, combined method Student workload: 26 hours of practice; 24 hours of preparation for teaching. TOTAL: 50 hours of student work. Teaching methods: interpretation of material, direct teaching in practice.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Student receives a grade based on the completion of the internship in its entirety and the submission of a portfolio of preparations that the student has prepared and implemented within the internship. 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. A - excellent performance, the student knows the specifics of working in facilities for individuals with TPCHZO and is able to put them into practice; B - excellent performance, the student knows the specifics of working in facilities for individuals with TPCHZO, but there are shortcomings in the application to practice; C - good performance, the student has knowledge of the pedagogy of TPCHZO, but there are shortcomings in the application to practice; D - satisfactory, the student has basic knowledge of the pedagogy of TPCHZO, but does not know how to put it into practice; E - the student has minimal knowledge of the pedagogy of TPCHZO and does not know how to put it into practice; Fx - the student does not have knowledge of the pedagogy of TPCHZO and does not know how to put it into practice. The grade is awarded 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).	

Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> The practicum will enable students to acquire the necessary skills to analyze education and educational rehabilitation in facilities for individuals with physical disabilities, illness, and impairments, with an emphasis on gaining direct experience working with these individuals, applying theoretical knowledge and practical skills to practical outcomes.						
<b>Class syllabus:</b> - Introductory practice meeting. - Continuous practice. - Final practice meeting with portfolio presentation.						
<b>Recommended literature:</b> HARČARÍKOVÁ, T., KOLLÁROVÁ, E. 2016. Základy pedagogiky telesne postihnutých, chorých a zdravotne oslabených. Bratislava: IRIS, 2016. ISBN 978-80-89726-81-3 KOLLÁROVÁ, E. 2004. Somatopédia pre vychovávateľov. Bratislava: Univerzita Komenského v Bratislave, 2004. ISBN 80-223-1591-5 MATEJČEK, Z. 2001. Psychologie nemocných a zdravotně postižených dětí. Ústí nad Labem: H&H, 2001. ISBN 80-86022-92-7						
<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 223						
A	ABS	B	C	D	E	FX
91,48	0,0	3,59	0,0	0,0	0,0	4,93
<b>Lecturers:</b>						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex056/22	<b>Course title:</b> Special educational practice in the pedagogy of physically disabled and medically impaired
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 26s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 26 hours of special pedagogical practice, combined method Student workload: 26 hours of practice; 24 hours of preparation for teaching. TOTAL: 50 hours of student work. Teaching methods: interpretation of material, direct teaching in practice.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Student receives a grade based on the completion of the internship in its entirety and the submission of a portfolio of preparations that the student has prepared and implemented within the internship. 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. A - excellent performance, the student knows the specifics of working in facilities for individuals with TPCHZO and is able to put them into practice; B - excellent performance, the student knows the specifics of working in facilities for individuals with TPCHZO, but there are shortcomings in the application to practice; C - good performance, the student has knowledge of the pedagogy of TPCHZO, but there are shortcomings in the application to practice; D - satisfactory, the student has basic knowledge of the pedagogy of TPCHZO, but does not know how to put it into practice; E - the student has minimal knowledge of the pedagogy of TPCHZO and does not know how to put it into practice; Fx - the student does not have knowledge of the pedagogy of TPCHZO and does not know how to put it into practice. The grade is awarded 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).	

Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> The practicum will enable students to acquire the necessary skills to analyze education and educational rehabilitation in facilities for individuals with physical disabilities, illness, and impairments, with an emphasis on gaining direct experience working with these individuals, applying theoretical knowledge and practical skills to practical outcomes.						
<b>Class syllabus:</b> - Introductory practice meeting. - Continuous practice. - Final practice meeting with portfolio presentation.						
<b>Recommended literature:</b> HARČARÍKOVÁ, T., KOLLÁROVÁ, E. 2016. Základy pedagogiky telesne postihnutých, chorých a zdravotne oslabených. Bratislava: IRIS, 2016. ISBN 978-80-89726-81-3 KOLLÁROVÁ, E. 2004. Somatopédia pre vychovávateľov. Bratislava: Univerzita Komenského v Bratislave, 2004. ISBN 80-223-1591-5 MATEJČEK, Z. 2001. Psychologie nemocných a zdravotně postižených dětí. Ústí nad Labem: H&H, 2001. ISBN 80-86022-92-7						
<b>Languages necessary to complete the course:</b> Slovak language and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 223						
A	ABS	B	C	D	E	FX
91,48	0,0	3,59	0,0	0,0	0,0	4,93
<b>Lecturers:</b> Mgr. Zuzana Ivanová, PhD.						
<b>Last change:</b> 11.09.2023						
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.						



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex033/22	<b>Course title:</b> Special music education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 20 hours of seminar work preparation; 30 hours of preparation for the interim assessment. A total of 55 hours of student work. Methods of education: Monological methods - lecturing, instruction; dialogical methods - conversation, guided discussion on the topic; situational methods - case studies, problem methods - problem-based interpretation, staging methods - structured and unstructured role-playing; application of theoretical knowledge on practical examples.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be 1 written examination and the completion of one seminar paper of 50 points each 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. Credit will not be awarded to a student who obtains less than 15 points in either of the two examinations. To pass the course, a score of at least 60% is required. The rating is awarded on a scale: A (100-91%, excellent performance, student knows/can do/creates/critically evaluates) B (90-81%, excellent performance, student can/does know, but critical thinking is borderline), C (80-73%, good performance, student knows/learned but cannot apply to practice), D (72-66%, acceptable performance, student satisfactorily knows/learned but cannot apply to practice), E (65-60%, satisfactory performance, student meets minimum criteria in acquired knowledge, unable to apply to practice), Fx (59-0%, poor performance, student does not meet established criteria, cannot apply to practice). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b>	

Students will gain basic knowledge about the specifics of special music education for the physically, visually and hearing impaired in terms of goals, tasks, content, process. Students will acquire theoretical and practical skills in vocal, movement, instrumental, musical-dramatic expression and their subsequent application in special music interventions designed for individuals with physical, visual and hearing impairments for the development of impaired abilities. The course will enable students to acquire the necessary analytical and creative thinking skills within the music-educational and music-rehabilitation processes that form an important part of the comprehensive rehabilitation of individuals with disabilities.

**Class syllabus:**

- Specifics of special music education of the physically disabled in terms of goals, tasks, content, process; specifics of music interventions for the development of motor skills, social-communication skills of the physically disabled; the use of modern music technology for the physically disabled.
- Specifics of special music education of visually impaired in terms of goals, tasks, content, process; specifics of music interventions for the development of social-communication skills, spatial orientation and mobility, auditory and tactile perception; the use of modern music technology in visually impaired.
- Specifics of special music education for the hearing impaired in terms of goals, tasks, content, process; specifics of music interventions for the development of social-communication skills, auditory perception; rhythmic-motor education, auditory and vocal education for the hearing impaired.

**Recommended literature:**

OSVALDOVÁ, M. 2018. Hudobná edukácia žiakov so špeciálnymi výchovno-vzdelávacími potrebami. Brno: MSD, 2018. ISBN 978-80-7392-284-9

OSVALDOVÁ, M. 2020. Problematika hudobného vzdelávania osôb so zdravotným postihnutím. Bratislava: Iris, 2020. ISBN: 978-80-8200-061-3

Recommended reading:

OSVALDOVÁ, M. 2015. Muzikoterapia ako intervenčný dynamizmus u osôb s postihnutím. Bratislava : Iris, 2015. 216 s. ISBN 978-80-89726-47-1.

ŠIMANOVSKÝ, J. 2011. Hry a techniky muzikoterapie. Praha: Portál, 2011.

KANTOR, J., LIPSKÝ, M., WEBER, J. a kol. 2009. Základy muzikoterapie. Praha: Grada, 2009.

MÁTEJOVÁ, Z., MAŠURA, S. 1992. Muzikoterapia v špeciálnej a liečebnej pedagogike. Bratislava: SPN, 1992.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 182

A	ABS	B	C	D	E	FX
52,75	0,0	10,44	23,63	10,44	1,65	1,1

**Lecturers:** PaedDr. Margaréta Osvaldová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex060/22	<b>Course title:</b> Special music education for the mentally disabled
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 15 hours of preparation for the interim assessment; 25 hours of exam preparation. A total of 60 hours of student work. Learning methods: Monological methods - lecturing, instruction; dialogical methods - interview, guided discussion on the topic; situational methods - case studies, problem methods - problem-based interpretation, staging methods - structured and unstructured role-playing; practical methods - voice education; application of theoretical knowledge on practical examples.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be 1 written quiz and the completion of one 50-point seminar paper during the semester. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 15 points in either of the two examinations. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent performance, student knows/can do/creates/critically evaluates) B (90-81%, excellent performance, student can/does, but critical thinking is borderline), C (80-73%, good performance, student does know/learn but cannot apply to practice), D (72-66%, acceptable performance, student satisfactorily knows/learned but cannot apply to practice), E (65-60%, satisfactory performance, student meets minimum criteria in knowledge learned, cannot apply to practice), Fx (59-0%, inadequate performance, student does not meet established criteria, cannot apply to practice). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b>	

Students will gain basic knowledge about the specifics of special music education for the mentally disabled in terms of goals, tasks, content, process. Students will acquire theoretical and practical skills in vocal, movement, instrumental, musical-dramatic expression and their subsequent application in special music interventions designed for individuals with intellectual disabilities for the development of intellectual-cognitive, sensory-motor, communication and psychosocial domains. The course will enable students to acquire the necessary analytical and creative thinking skills within the music-educational and music-rehabilitation processes that form an important part of the comprehensive rehabilitation of individuals with intellectual disabilities.

#### **Class syllabus:**

Terminological definitions in special music education for the developmentally disabled.

- The meaning and place of special music education in the pedagogy of the mentally handicapped.
- Special music interventions for the development of intellectual-cognitive abilities.
- Special music interventions for the development of sensory-motor abilities.
- Special music interventions for the development of communication skills.
- Special music interventions for the development of psychosocial skills.

#### **Recommended literature:**

Compulsory readings:

OSVALDOVÁ, M. 2018. Hudobná edukácia žiakov so špeciálnymi výchovno-vzdelávacími potrebami. Brno: MSD, 2018. ISBN 978-80-7392-284-9

OSVALDOVÁ, M. 2020. Problematika hudobného vzdelávania osôb so zdravotným postihnutím. Bratislava: Iris, 2020. ISBN: 978-80-8200-061-3

Recommended readings:

OSVALDOVÁ, M. 2015. Muzikoterapia ako intervenčný dynamizmus u osôb s postihnutím. Bratislava : Iris, 2015. 216 s. ISBN 978-80-89726-47-1.

ŠIMANOVSKÝ, J. 2011. Hry a techniky muzikoterapie. Praha: Portál, 2011.

KANTOR, J., LIPSKÝ, M., WEBER, J. a kol. 2009. Základy muzikoterapie. Praha: Grada, 2009.

MÁTEJOVÁ, Z.- MAŠURA, S. 1992. Muzikoterapia v špeciálnej a liečebnej pedagogike. Bratislava: SPN, 1992.

#### **Languages necessary to complete the course:**

Slovak language and Czech language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 160

A	ABS	B	C	D	E	FX
80,63	0,0	2,5	10,63	5,0	0,0	1,25

**Lecturers:** PaedDr. Margaréta Osvaldová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex034/22	<b>Course title:</b> Special physical education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 13 hours of seminar work preparation; 17 hours of preparation for the interim assessment; 25 hours of exam preparation. A total of 60 hours of student work. Methods of education: Monological (lecturing, interpretation, explanation, instruction), dialogical (conversation), practical (practice, training).	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by assessment, the ratio of interim to final assessment is 100/0. The course will end with a written test on the knowledge acquired + practical output 50% + 50% = 100%. 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 obtains less than 25 points in the written examination. To pass the course, a score of at least 60 % is required. The rating is awarded on a scale: A (100 - 91 %, excellent - excellent results, both practical and theoretical), B (90 - 81%, very good - above average standard, critical boundary thinking), C (80 - 73%, good - routine reliable work, cannot apply to practice), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will gain theoretical and practical knowledge about the specifics of the teaching process of physical education for pupils with special educational needs. In individual practical presentations of the specified topics, they acquire communication skills, organizational skills, digital skills, analytical skills, creativity, empathy towards disadvantaged pupils, thinking in context and responding to the solution of a given situation	

**Class syllabus:**

Sports Science. Goals, tasks, function of TV in special schools. The influence of TV and sport on the development of psychological, cognitive processes in TV of mentally, visually, hearing, physically handicapped sick and disabled. Peculiarities of somatic development and motor development of MP. The content of TV teaching in special primary schools. Organizational forms of TV. Health TV. Contraindication exercises. Exercises in nature winter, summer. Forms, principles of means, organization of TV, effectiveness of TV lessons. Methods of measurement and evaluation of somatic development and physical fitness. Education for correct posture. Practical outcomes

**Recommended literature:**

Required reading:

ČEPČIANSKY, J., GLESK, P. a MERICA, M. 2005. Športová edukológia mentálne a zmyslovo postihnutých. Bratislava: Univerzita Komenského 2005. ISBN 80-223-1836-1.

LABUDOVÁ, J. a kol. 2011. Integrácia v telesnej výchove a športe. Bratislava: UK FTVŠ ICM AGENCY, 2011. ISBN 978-80-89257-30-0

VANČOVÁ, A. a kol. Edukácia mentálne postihnutých. Špeciálne metodiky predmetov špeciálnej základnej školy. Bratislava: IRIS, 2010. ISBN 978-80-89256-53-2.

Recommended reading:

ANTALA, B., LABUDOVÁ, J. a DANČÍKOVÁ, V. a k. 2013. Koedukované vyučovanie telesnej a športovej výchovy. Bratislava: IMC Agency, 2013. ISBN 978-80-89257-63-8.

KORVÍNOVÁ, K. 2014. Preferencie pohybových aktivít a športov v prírode študentiek POTP a POSP na PdF UK BA In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. [elektronický zdroj]. Bratislava: Iris, 2014. S. 168-175 [CD-ROM]. ISBN 978-80-89726-28-8

KORVÍNOVÁ, K. 2015. Právne vnímanie životného prostredia študentiek špeciálnej pedagogiky na PdF UK BA – 2. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského, 2015. S. 137 –142. ISBN 978-80-2234010-6

KORVÍNOVÁ, K., JUHASOVÁ, M., KOSTRUB, D. 2017. Využitie ringa na zdokonalenie kondičných schopností u detí s mentálnym postihnutím. In: Paedagogica specialis: 31. Bratislava: Univerzita Komenského, 2017. S. 330 – 351. ISBN 978-80-223-4438-8

KORVÍNOVÁ, K., KACVINSKÁ, M. 2015. Využitie individuálnych letných outdoorových pohybových a športových aktivít v špeciálnych základných školách s mentálnym postihnutím. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. S. 143 – 152. ISBN 978-80-223-4010-6

KUČERA, M. a KOLÁR, P. a DYLEVSKÝ, I. a kol. 2011. Dítě, sport a zdraví. Praha: Galen 2011. ISBN 978-80-7262-712-7

LADECKÁ, P., KYSELOVIČOVÁ, O. 2015. Postoj žiakov strednej školy s telesným postihnutím k pohybovej aktivite. In: Aplikované pohybové aktivity v teórii a praxi [elektronický dokument]. Roč. 6, č. 1. 2015, s. 29 – 33 [online]

NEMČEK, D., LADECKÁ, P. 2020. Sebaúcta jednotlivcov s telesným postihnutím využívajúcich a nevyžívajúcich kompenzačné technológie z pohľadu športovania. In: Žiak, pohyb, edukácia [elektronický dokument]: vedecký zborník 2020. Bratislava: Univerzita Komenského v Bratislave, 2020. S. 203 – 210. ISBN 978-80-223-5013-6.

NEMČEK, D., LADECKÁ, P., KOVÁČ, A. 2019. Subjektívna pohoda športujúcich a nešportujúcich stredoškôľákov s poruchami muskuloskeletálneho systému z hľadiska rodových odlišností In: Telesná výchova & šport. Roč. 29, č. 3. 2019, s. 27 – 31.

OBORNÝ, J. a kol. 2013. Športové aktivity a životný štýl (vybrané problémy). Bratislava: Univerzita Komenského, Fakulta telesnej výchovy a športu. Katedra športovej humanistiky, 2013. ISBN 978-80-89075-41-6

TÁBORSKÝ, F. 2004. Sportovní hry I. Praha: Grada Publishing, 2004. ISBN 80-247-0875-2  
TÁBORSKÝ, F. 2005. Sportovní hry II. Praha: Grada Publishing, 2005. ISBN 80-247-1330-6  
VÁLKOVÁ, J. 2012. Teorie aplikovaných pohybových aktivit pro užití v praxi. Olomouc: Univerzita Palackého, 2012. ISBN 978-80-244-3163-5  
VANČOVÁ, A. 2005. Základy pedagogiky mentálně postihnutých. Bratislava: Sapiencia, 2005. ISBN 80-968797-6-6

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 182

A	ABS	B	C	D	E	FX
58,79	0,0	21,98	13,19	3,3	1,65	1,1

**Lecturers:** doc. Mgr. Dagmar Nemček, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex061/22	<b>Course title:</b> Special physical education for the mentally disabled
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 15 hours of preparation for the interim assessment; 25 hours of exam preparation. A total of 60 hours of student work. Methods of educational activities: Monological (lecture, explanation, explanation, instruction), dialogical (interview), practical (practice, training).	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course will be completed with a written test of the knowledge acquired throughout the semester + 50 % + 50 % = 100 %. A minimum of 91 points is required for an A grade, at least 81 points for a grade B, at least 73 points for a grade C, and at least 73 points for a grade B. At least 66 points for grade D and at least 60 points for grade E. Credit will not be awarded to a student who scores less than 25 points on the written 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, both practical and theoretical), B (90 - 81%, very good - above average standard, critical boundary thinking), C (80 - 73%, good - normal reliable work, cannot apply to practice), D (72 - 66%, satisfactory - acceptable performance), E (65 - 60%, fair - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will acquire theoretical and practical knowledge about the specifics of the teaching process of physical education for students with mental disabilities - mild IQ 50 - 69, medium IQ 35 - 49, severe, 20 - 34, profound IQ below 20. To arouse interest, emotional relationship to special physical education of the mentally disabled and its values. Effective participation in education for	



humanism, tolerance, in relation to different persons, aesthetic feeling, to the environment. In the various practical presentations of the identified teaching topics, they will acquire communication skills, organizational skills, digital skills, analytical skills, creativity, empathy, thinking in context and responding to the solution of a given situation.

**Class syllabus:**

Educational goals in compulsory physical education in special schools - achieving optimal physical and motor development of pupils with mental handicaps. The aim of physical education - to positively influence physical development and correct posture. To increase the level of basic locomotion, movement skills and abilities. Within the scope of the basic curriculum, the acquisition and consolidation of specific general hygiene habits. Active acquisition of elementary knowledge and basic terminology of the most common physical education activities. Emphasising the fulfilment of the range of tasks of special physical education:

Health needs - in improving the functions of individual organ systems of locomotor, cardiovascular, respiratory, metabolic. Mental needs - the need for stimulation, meaningfulness of the world, the need for life security, the need for identity, the need for an open future, psychorelaxation, psychomobilization, psychohygienic needs. Circles of recreational role of physical education, diagnostic, preventive and therapeutic - re-educational, compensatory, rehabilitative. The area of physical education cognitive processes: ideas, attention, memory, learning, thinking, speech and imagination. Specific features of mentally disabled somatic development and motor skills. Content of physical education teaching in special primary schools. Organisational forms of physical education. Healthy physical education, contraindication exercises. Exercises in nature - winter, summer. Forms, principles of means, organization of physical education, effectiveness of lessons of special physical education for mentally disabled. Methods of measurement and evaluation of somatic development and physical fitness. Practical outcomes.

**Recommended literature:**

Compulsory readings:

ČEPČIANSKY, J., GLESK, P. a MERICA, M. 2005. Športová edukológia mentálne a zmyslovo postihnutých. Bratislava: Univerzita Komenského 2005. ISBN 80-223-1836-1.

VANČOVÁ, A. a kol. Edukácia mentálne postihnutých. Špeciálne metodiky predmetov špeciálnej základnej školy. Bratislava: IRIS, 2010. ISBN 978-80-89256-53-2.

Recommended readings:

ANTALA, B., LABUDOVÁ, J. a DANČÍKOVÁ, V. a k. 2013. Koedukované vyučovanie telesnej a športovej výchovy. Bratislava: IMC Agency, 2013. ISBN 978-80-89257-63-8.

ČEPČIANSKY, J. 1996. Telesná výchova mentálne a zmyslovo postihnutých žiakov špeciálnych škôl. Bratislava: Univerzita Komenského, Pedagogická fakulta. 1996. ISBN 80-223-1041-7.

KUČERA, M. a KOLÁR, P. a DYLEVSKÝ, I. a kol. 2011. Dítě, sport a zdraví. Praha: Galen 2011. ISBN 978-80-7262-712-7

KORVÍNOVÁ, K., JUHÁSOVÁ, M., KOSTRUB, D. 2017. Využitie ringa na zdokonalenie kondičných schopností u detí s mentálnym postihnutím. In: Pedagogica specialis: 31. Bratislava: Univerzita Komenského, 2017. S. 330 – 351. ISBN 978-80-223-4438-8

KORVÍNOVÁ, K., KACVINSKÁ, M. 2015. Využitie individuálnych letných outdoorových pohybových a športových aktivít v špeciálnych základných školách s mentálnym postihnutím. In: Pedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. S. 143 – 152. ISBN 978-80-223-4010-6

LABUDOVÁ, J. a kol. 2011. Integrácia v telesnej výchove a športe. Bratislava: UK FTVŠ ICM AGENCY, 2011. ISBN 978-80-89257-30-0

LADECKÁ, P., KYSELOVIČOVÁ, O. 2015. Postoj žiakov strednej školy s telesným postihnutím k pohybovej aktivite. In: Aplikované pohybové aktivity v teórii a praxi [elektronický dokument]. Roč. 6, č. 1. 2015, s. 29 – 33 [online]

NEMČEK, D., LADECKÁ, P. 2020. Sebaúcta jednotlivcov s telesným postihnutím využívajúcich a nevyužívajúcich kompenzačné technológie z pohľadu športovania. In: Žiak, pohyb, edukácia [elektronický dokument]: vedecký zborník 2020. Bratislava: Univerzita Komenského v Bratislave, 2020. S. 203 – 210. ISBN 978-80-223-5013-6.

NEMČEK, D., LADECKÁ, P., KOVÁČ, A. 2019. Subjektívna pohoda športujúcich a nešportujúcich stredoškolákov s poruchami muskuloskeletálneho systému z hľadiska rodových odlišností In: Telesná výchova & šport. Roč. 29, č. 3. 2019, s. 27 – 31.

OBORNÝ, J. a kol. 2013. Športové aktivity a životný štýl (vybrané problémy). Bratislava: Univerzita Komenského, Fakulta telesnej výchovy a športu. Katedra športovej humanistiky, 2013. ISBN 978-80-89075-41-6

SIVÁK, Jozef a JAVORSKÁ, Jana. Zdravotná telesná výchova v špeciálnych školách. Bratislava: Univerzita Komenského, 1999. ISBN 80-223-1417-X.

Štátny vzdelávací program Telesná výchova (Vzdelávacia oblasť: Zdravie a pohyb). Príloha ISCED 1. Bratislava: ŠPÚ 200.

TÁBORSKÝ, F. 2004. Sportovní hry I. Praha: Grada Publishing, 2004. ISBN 80-247-0875-2

TÁBORSKÝ, F. 2005. Sportovní hry II. Praha: Grada Publishing, 2005. ISBN 80-247-1330-6

VÁLKOVÁ, J. 2012. Teorie aplikovaných pohybových aktivit pro užití v praxi. Olomouc: Univerzita Palackého, 2012. ISBN 978-80-244-3163-5

VANČOVÁ, A. 2005. Základy pedagogiky mentálne postihnutých. Bratislava: Sapiaientia, 2005. ISBN 80-968797-6-6

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 160

A	ABS	B	C	D	E	FX
61,25	0,0	22,5	10,63	2,5	1,25	1,88

**Lecturers:** doc. Mgr. Dagmar Nemček, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex036/22	<b>Course title:</b> Special work education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of methodical work procedure preparation; 35 hours of preparation for continuous assessment in the form of a test. A total of 55 hours of student work. Methods of education: lecturing and interpretation of basic information about the subject, later dialogue, discussion. Use of presentations, photographs and videos from practice, descriptions and characterization of activities. Guided discussion Storytelling. After acquiring basic information about the subject in the form of visual documentation, photographs and videos, first by observation, later by the students' own descriptions, the identification of faulty procedures, inadequate provision of the working area, and then modulation to the search for a solution and remedy. Discussion is guided with the students' own experiences of practice. In the course of the teaching we go through practical work with materials encountered in the workshop. Practical videos and photographs of clients with learning disabilities in the work process.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The assessment consists of an interim assessment through the creation of a methodological workflow in powerpoint presentations, for which the student can receive a total of 20 points, and a final assessment test with a value of 80 points. A score of at least 91 points is required for an A grade, 81 points for a B grade, 73 points for a C grade, 66 points for a D grade and 60 points for an E grade. To pass the course you must obtain at least 60 points. The rating is awarded on a scale: A (100-91%, excellent - outstanding performance), the student knows/controls/creates/critically evaluates B (90-81%, very good - above average standard), student's knowledge/control/critical thinking is borderline C (80-73%, good - routine reliable work), student knows/learned but cannot apply to practice D (72-66%, satisfactory - acceptable results), the student partially knows/has not learned enough	

E (65-60%, proficient - results meet minimum criteria), student minimally knows/does not learn sufficiently  
Fx (59-0%, insufficient) - extra work required  
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

After completing the programme, students must be familiar with the nature, objectives, content, tasks, process and specific features of work education for disabled children and young people with specific educational and training needs (hereinafter referred to as SEN), with regard to the educational variant.

They must know and understand the criteria for inclusion of the disabled with SEN in educational, training and other institutions established for this category of children and young people. Acquire the ability to know the working tools, materials and technological procedures used in the work activities applied in the educational process of work education for the disabled with SEN and must be able to characterise the facilities used for work education (workshops, vocational classrooms...) They must understand the process of pre-vocational and vocational training of PWD with SEND and be able to name and characterise the phases of this process in the context of their vocational education.

**Class syllabus:**

- Mental and motor specificities of the handicapped (hereafter referred to as PWD) with SEN in the context of occupational education and the possibilities of developing motor skills in occupational education in such handicapped. Content, characteristics, aim, tasks and significance of special work education.
- The importance of self-care activities in the lives of disadvantaged clients as a solid base for the acquisition of later practical work skills.
- The process of special occupational education of the disabled with SEN in different variants of institutional education. Pre-school special work education of the disabled (characteristics, focus, goals, tasks, work areas, work activities, work techniques, work methodology. Special work education of school-age disabled children with SEN in different variants of education (characteristics, content, objectives, goals, tasks, focus, work components, materials, work techniques...).
- Vocational vocational education of disabled people with disabilities in secondary vocational schools, vocational schools and practical schools and in education outside the classroom.
- Occupational education of disabled children in the process of integrated education in primary school . Comparison of the content, goals, tasks and focus of work education in individual educational institutions, with regard to age and educational variant.
- Work education of disabled people with SEN in other institutions established for disabled people (sheltered workshops...). Material and instrumental provision of work education, hygiene, fire protection and safety when working with materials and tools. Specific features of work education for the left-handed disabled.
- Methodology of direct special work educational activities - specific methodological procedures.

**Recommended literature:**

Required reading:

VARGOVÁ, M. 2007. Metodika pracovnej výchovy a pracovného vyučovania. Nitra: UKF, 2007.

ISBN 978-80-8094-171-0.

VANČOVÁ, A. a kol. 2010. Edukácia mentálne postihnutých. Bratislava: IRIS, 2010. 978-80-89256-53-2.

HUČÍK, J. 2007. Profesijsná príprava žiakov s mentálnym postihnutím. Martin: Osveta, 2007. ISBN 978-80-8063-260-1.

Recommended reading:

BAJO, I. a VAŠEK, Š. 1994. Pedagogika mentálne postihnutých. Bratislava: Sapientia, 1994. ISBN 80-967180-1-0.

HAASOVÁ, E. 2012. Metódy a formy práce v predmetoch pracovné vyučovanie, svet práce a technika. Bratislava: MPC, 2012. ISBN 978-80-8052-415-9.

HARČARÍKOVÁ, T. 2011. Pedagogika telesne postihnutých chorých a zdravotne oslabených - teoretické základy. Bratislava: IRIS, 2011. ISBN 978-80-89238-59-0.

KOŽUCHOVÁ, M., HABŠUDOVÁ, M. a BRNKA, K. 1995. Pracovná výchova II. Bratislava: UK, 1995. ISBN 80-223-0855-2.

KRUŠPÁN, I. a VOLNÍKOVÁ, M. 2000. Didaktika odborného výcviku. Dubnica nad Váhom: Dubnický technologický inštitút, 2000. ISBN 978-80-969615-7-3.

PIKÁLEK, Š. 2004. Výchovná a pracovno rehabilitačná činnosť ťažko mentálne postihnutých. Bratislava: Sapientia, 2004. 9788096879779.

VANČOVÁ, A. a kol. 2010. Pedagogika viacnásobne postihnutých. Bratislava: Sapientia, 2010. 978-80-970228-1-5.

VANČOVÁ, Alica a kol. 2010. Základy integratívnej špeciálnej pedagogiky. Bratislava: Iris, 2010. ISBN 978-80-89238-37-8.

Štátny pedagogický ústav [online] 2011. [www.statpedu.sk](http://www.statpedu.sk)

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 181

A	ABS	B	C	D	E	FX
57,46	0,0	29,28	10,5	0,55	1,66	0,55

**Lecturers:** PaedDr. Andrea Prečuchová Štefanovičová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/B-SPPex063/22	<b>Course title:</b> Special working education for the mentally disabled
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 15 hours of preparation for the interim assessment; 25 hours of exam preparation. A total of 60 hours of student work. Learning methods: Lecture and explanation of basic information about the subject, later dialogue, discussion. Use of presentations, photographs and videos from practice, descriptions and characteristics of activities. Guided discussion Storytelling. After the acquisition of basic information about the subject in the form of visual documentation, photographs and videos, first by observation, later by the students' own descriptions, the identification of faulty practices, inadequate provision of the work area, and then modulation to the search for a solution and remedy. Discussion is guided with the students' own experiences of practice. In the course of the teaching we go through practical work with materials encountered in the workshop. Practical videos and photographs of clients with learning disabilities in the work process.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by assessment, the ratio of interim to final assessment is 100/0. The assessment consists of an interim assessment through the creation of a methodological workflow in powerpoint presentations, for which the student can obtain a total of 20 points, and a final assessment test with a value of 80 points. A minimum of 91 points 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. A minimum of 60 points is required to pass the course. The grade is awarded on a scale: A (100 - 91%, Excellent - Distinguished), student knows/can do/creates/critically evaluates, B (90 - 81%, very good - above average standard),the student can/does/thinks critically is borderline, C (80 - 73%, good - normal reliable work),student knows/learns but cannot apply to practice,	

D (72 - 66%, satisfactory - acceptable performance), student partially knows/learned but not sufficiently,  
 E (65 - 60%, satisfactory - results meet minimum criteria), student minimally knows/learned sufficiently,  
 Fx (59 - 0%, inadequate - extra work required).  
 Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

Learning outcomes:

After completing the course, students must know the objectives, content, tasks and specific features of the work education of the mentally handicapped with regard to the educational variant in terms of age, degree, type, type and extent of mental handicap. They must know and understand the criteria for the inclusion of mentally disabled in educational, training and other institutions set up for the mentally handicapped.

Acquire the importance of occupational education and its targeting in the different variants of education.

Acquire the ability to know the working tools, materials and technological procedures used in the work activities applied in the educational process of work education for mentally disabled and be able to characterise the facilities used for work education of mentally disabled (workshops, vocational classrooms...). They must consolidate the content of work education for MPs in the different educational options and educational institutions. Acquire knowledge of the process of pre-vocational and vocational training of mentally disabled.

### **Class syllabus:**

Content, characteristics, aim, tasks and importance of special work education. The process of special work education of mentally disabled in different variants of institutional education.

The importance of self-care activities in the life of disadvantaged clients as a solid basis for the acquisition of later practical work skills.

Preschool special work education of mentally disabled (characteristics, focus, goals, tasks, work areas, work activities, work techniques, work methodology). Special work education of school-age mentally disabled in different variants of education (characteristics, content, objectives, tasks, focus, work components, materials, work techniques... ).

Vocational labour education of mentally disabled in vocational schools and practical schools and in education outside the classroom.

Work education of mentally disabled in the process of integrated education in primary schools.

Work education of mentally disabled in social services home and other institutions established for mentally disabled (sheltered workshops...).

Material and instrumental provision of work education, hygiene, fire protection and safety when working with materials and tools.

Specific features of work education for left-handed and multiply and mentally handicapped people.

Methodology of direct special work educational activity - creation of methodological procedures.

Work with photographs, video recordings, presentations of specific methodological procedures.

Targeted practical training of work skills with work. Materials and instruments.

### **Recommended literature:**

Compulsory readings:

HAASOVÁ, E. 2012. Metódy a formy práce v predmetoch pracovné vyučovanie, svet práce a technika. Bratislava: MPC, 2012. ISBN 978-80-8052-415-9.

VANČOVÁ, A. a kol. 2010. Edukácia mentálne postihnutých. Bratislava: IRIS, 2010. 978-80-89256-53-2.

VARGOVÁ, M. 2007. Metodika pracovnej výchovy a pracovného vyučovania. Nitra: UKF, 2007. ISBN 978-80-8094-171-0.

Recommended readings:

HARČARÍKOVÁ, T. 2011. Pedagogika telesne postihnutých chorých a zdravotne oslabených - teoretické základy. Bratislava: IRIS, 2011. ISBN 978-80-89238-59-0.

HUČÍK, J. 2007. Profesijná príprava žiakov s mentálnym postihnutím. Martin: Osveta, 2007. ISBN 978-80-8063-260-1.

KRUŠPÁN, I. a VOLNÍKOVÁ, M. 2000. Didaktika odborného výcviku. Dubnica nad Váhom: Dubnický technologický inštitút, 2000. ISBN 978-80-969615-7-3.

VANČOVÁ, A. a kol. 2010. Pedagogika viacnásobne postihnutých. Bratislava: Sapiaientia, 2010. 978-80-970228-1-5.

VANČOVÁ, A. a kol. 2010. Základy integratívnej špeciálnej pedagogiky. Bratislava: Iris, 2010. ISBN 978-80-89238-37-8.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 159

A	ABS	B	C	D	E	FX
68,55	0,0	17,61	10,06	1,89	1,26	0,63

**Lecturers:** PaedDr. Andrea Prečuchová Štefanovičová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex103/22	<b>Course title:</b> Specific and educational interventions in autism
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 30 hours of preparation for the interim assessment. A total of 50 hours of student work. Learning methods: Linking teaching with practice; discussion of the topic covered; small group work; teaching of the subject by practitioners; interpretation of the material; explanation; work with text; mind maps; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia presentation means; project methods; guided brainstorming; analytical-synthetic and comparative methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment, the ratio of interim and final assessment is 100/0. The course will be completed by a written test of the knowledge acquired throughout the semester with a score of 70 points, supplemented by a defence of the semester thesis with a score of 30 points. A grade of A requires a minimum of 91 points, a grade of B requires a minimum of 81 points, a grade of C requires a minimum of 71 points, a grade of D requires a minimum of 61 points, and a grade of E requires a minimum of 51 points. Credit will not be awarded to a student who scores less than 50 points in the written examination. Assessment further consists of continuous verbal evaluation and individual and group feedback during the semester. The assessment is awarded on a scale: A (100 - 91%, excellent - outstanding), B (90 - 81%, very good - above average standard), C (80 - 71%, good - normal reliable work), D (70 - 61%, satisfactory - acceptable results), E (60 - 51%, satisfactory - results meet the minimum criteria), Fx (50 - 0%, inadequate - extra work required). A - excellent performance, the student knows and is proficient in the knowledge of interventions designed for individuals with autism spectrum disorders due to the specifics resulting from	

each disorder. The student understands the knowledge, can create, critically evaluate, and apply knowledge from the field to practice; B - excellent performance, the student knows/controls knowledge of interventions designed for individuals with autism spectrum disorders, but critical thinking is borderline. Can apply knowledge; C - good performance, student knows/learned knowledge of interventions for individuals with autism spectrum disorders, understands it, but cannot apply it to practice; D - satisfactory performance, student knows/learned basic knowledge of interventions for individuals with autism spectrum disorders, but lacks understanding and competence to apply knowledge to practice; E - satisfactory performance, the student has mastered elementary knowledge of interventions for individuals with autism spectrum disorders, but not sufficient for competence to apply it to practice; Fx - poor performance, the student has not mastered/does not have mastery of knowledge of interventions for individuals with autism spectrum disorders.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

The student will gain adequate theoretical knowledge in the area of specific and educational interventions designed for individuals with autism spectrum disorders. The student will acquire a basic understanding of autism spectrum disorders and be able to navigate the issues. The student will understand the differences resulting from the disorders and the importance of individualization and differentiation in educational interventions. The student will become familiar with and learn the specifics of individuals with autism spectrum disorders with respect to the type, form of disorder, and age of the individuals. The student will develop a theoretical understanding of interventions for individuals with autism spectrum disorders that will be applied to practice. The student will consolidate and develop communication skills, critical thinking skills, reasoning in context, as well as motivation for learning and the ability to learn.

### **Class syllabus:**

Definition of the basic concepts of pedagogy for individuals with autism spectrum disorders. Specifics of interventions designed for individuals with autism spectrum disorders. Fundamentals of special education diagnosis of individuals with autism spectrum disorders. Selected special therapeutic approaches. TEACCH program and structured learning. Behavioral approaches in the educational rehabilitation of individuals with autism spectrum disorders. Developing basic skills in individuals with autism spectrum disorders.

### **Recommended literature:**

ADAMUS, P., VANČOVÁ, A. a LÖFFLEROVÁ, M. 2017. Poruchy autistického spektra v kontextu aktuálních interdisciplinárních poznatků. Ostrava: Pedagogická fakulta Ostravské univerzity, 2017. ISBN 978-80-7464-957-8.

ČADILOVÁ, V. a ŽAMPACHOVÁ, Z. 2008. Strukturované učení: Vzdělávání dětí s autismem a jinými vývojovými poruchami. Praha: Portál, 2008. ISBN 978-80-7367-475-5.

THOROVÁ, K. 2016. Poruchy autistického spektra. 1. vyd. Praha: Portál, 2016. ISBN 978-80-262-0768-9.

Recommended readings:

BIŠČO KASTELOVÁ, A. 2014. Diagnostika v špeciálnopedagogickom poradenstve. Bratislava: Iris, 2014. ISBN 978-80-89726-09-7.

COOPER, J. O., HERON, T. E. and HEWARD, W. L. 2019. Applied Behavior Analysis (3rd Edition). Hoboken, NJ: Pearson Education, 2019. ISBN 978-0-13-475255-6.

DRUŽKOVSKÁ, L., TRELLOVÁ, I. a VANČOVÁ, A. 2020. Hodnotenie preferencií v edukačnom procese detí s poruchami autistického spektra. In: Paedagogica specialis 34. Bratislava: Iris, 2020. s. 356 – 369. ISBN 978-80-223-5049-5.

<p>TRELLOVÁ, I. a HLEBOVÁ, B. 2020. Učenie mandov u detí s poruchami autistického spektra a inými vývinovými poruchami. In: Štúdie zo špeciálnej pedagogiky: medzinárodný vedecký recenzovaný časopis, 2020. s. 65 – 75. ISSN 2585-7363.</p> <p>VANČOVÁ, A. 2015. Behaviorálne prístupy a ich využitie v intervenčnom riešení nevhodného správania detí s autizmom. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. s. 330 – 353. ISBN 978-80-223-4010-6.</p> <p>VANČOVÁ, A., HLINOVÁ, D., BÁLINTOVÁ, V. 2013. Osobitosti špeciálnopedagogickej intervencie a edukácie dieťaťa s autizmom predškolského veku v špeciálnej materskej škole. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava: Iris, 2013. s. 395 – 412. ISBN 978-80-89256-93-8.</p>																				
<p><b>Languages necessary to complete the course:</b> Slovak language, Czech language and English language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 2</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>100,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	100,0	0,0	0,0	0,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
100,0	0,0	0,0	0,0	0,0	0,0	0,0														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex103/22	<b>Course title:</b> Specific and educational interventions in autism
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method Student workload: 5 hours of teaching; 15 hours of seminar work preparation; 30 hours of preparation for the interim assessment. A total of 50 hours of student work. Learning methods: Linking teaching with practice; discussion of the topic covered; small group work; teaching of the subject by practitioners; interpretation of the material; explanation; work with text; mind maps; presentation of scientific and professional knowledge through verbal, verbal-visual and multimedia presentation means; project methods; guided brainstorming; analytical-synthetic and comparative methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed with an assessment, the ratio of interim and final assessment is 100/0. The course will be completed by a written test of the knowledge acquired throughout the semester with a score of 70 points, supplemented by a defence of the semester thesis with a score of 30 points. A grade of A requires a minimum of 91 points, a grade of B requires a minimum of 81 points, a grade of C requires a minimum of 71 points, a grade of D requires a minimum of 61 points, and a grade of E requires a minimum of 51 points. Credit will not be awarded to a student who scores less than 50 points in the written examination. Assessment further consists of continuous verbal evaluation and individual and group feedback during the semester. The assessment is awarded on a scale: A (100 - 91%, excellent - outstanding), B (90 - 81%, very good - above average standard), C (80 - 71%, good - normal reliable work), D (70 - 61%, satisfactory - acceptable results), E (60 - 51%, satisfactory - results meet the minimum criteria), Fx (50 - 0%, inadequate - extra work required). A - excellent performance, the student knows and is proficient in the knowledge of interventions designed for individuals with autism spectrum disorders due to the specifics resulting from	

each disorder. The student understands the knowledge, can create, critically evaluate, and apply knowledge from the field to practice; B - excellent performance, the student knows/controls knowledge of interventions designed for individuals with autism spectrum disorders, but critical thinking is borderline. Can apply knowledge; C - good performance, student knows/learned knowledge of interventions for individuals with autism spectrum disorders, understands it, but cannot apply it to practice; D - satisfactory performance, student knows/learned basic knowledge of interventions for individuals with autism spectrum disorders, but lacks understanding and competence to apply knowledge to practice; E - satisfactory performance, the student has mastered elementary knowledge of interventions for individuals with autism spectrum disorders, but not sufficient for competence to apply it to practice; Fx - poor performance, the student has not mastered/does not have mastery of knowledge of interventions for individuals with autism spectrum disorders.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

The student will gain adequate theoretical knowledge in the area of specific and educational interventions designed for individuals with autism spectrum disorders. The student will acquire a basic understanding of autism spectrum disorders and be able to navigate the issues. The student will understand the differences resulting from the disorders and the importance of individualization and differentiation in educational interventions. The student will become familiar with and learn the specifics of individuals with autism spectrum disorders with respect to the type, form of disorder, and age of the individuals. The student will develop a theoretical understanding of interventions for individuals with autism spectrum disorders that will be applied to practice. The student will consolidate and develop communication skills, critical thinking skills, reasoning in context, as well as motivation for learning and the ability to learn.

### **Class syllabus:**

Definition of the basic concepts of pedagogy for individuals with autism spectrum disorders. Specifics of interventions designed for individuals with autism spectrum disorders. Fundamentals of special education diagnosis of individuals with autism spectrum disorders. Selected special therapeutic approaches. TEACCH program and structured learning. Behavioral approaches in the educational rehabilitation of individuals with autism spectrum disorders. Developing basic skills in individuals with autism spectrum disorders.

### **Recommended literature:**

ADAMUS, P., VANČOVÁ, A. a LÖFFLEROVÁ, M. 2017. Poruchy autistického spektra v kontextu aktuálních interdisciplinárních poznatků. Ostrava: Pedagogická fakulta Ostravské univerzity, 2017. ISBN 978-80-7464-957-8.

ČADILOVÁ, V. a ŽAMPACHOVÁ, Z. 2008. Strukturované učení: Vzdělávání dětí s autismem a jinými vývojovými poruchami. Praha: Portál, 2008. ISBN 978-80-7367-475-5.

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Recommended readings:

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COOPER, J. O., HERON, T. E. and HEWARD, W. L. 2019. Applied Behavior Analysis (3rd Edition). Hoboken, NJ: Pearson Education, 2019. ISBN 978-0-13-475255-6.

DRUŽKOVSKÁ, L., TRELLOVÁ, I. a VANČOVÁ, A. 2020. Hodnotenie preferencií v edukačnom procese detí s poruchami autistického spektra. In: Paedagogica specialis 34. Bratislava: Iris, 2020. s. 356 – 369. ISBN 978-80-223-5049-5.

<p>TRELLOVÁ, I. a HLEBOVÁ, B. 2020. Učenie mandov u detí s poruchami autistického spektra a inými vývinovými poruchami. In: Štúdie zo špeciálnej pedagogiky: medzinárodný vedecký recenzovaný časopis, 2020. s. 65 – 75. ISSN 2585-7363.</p> <p>VANČOVÁ, A. 2015. Behaviorálne prístupy a ich využitie v intervenčnom riešení nevhodného správania detí s autizmom. In: Paedagogica specialis 29. Bratislava: Univerzita Komenského v Bratislave, 2015. s. 330 – 353. ISBN 978-80-223-4010-6.</p> <p>VANČOVÁ, A., HLINOVÁ, D., BÁLINTOVÁ, V. 2013. Osobitosti špeciálnopedagogickej intervencie a edukácie dieťaťa s autizmom predškolského veku v špeciálnej materskej škole. In: Výchovná a komplexná rehabilitácia postihnutých v ponímaní špeciálnej pedagogiky. Bratislava: Iris, 2013. s. 395 – 412. ISBN 978-80-89256-93-8.</p>																				
<p><b>Languages necessary to complete the course:</b> Slovak language, Czech language and English language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 2</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>100,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	100,0	0,0	0,0	0,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
100,0	0,0	0,0	0,0	0,0	0,0	0,0														
<p><b>Lecturers:</b> PaedDr. Róberta Drugová</p>																				
<p><b>Last change:</b> 11.09.2023</p>																				
<p><b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex097/22	<b>Course title:</b> Teaching assistant in inclusive education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 30 hours of seminar work preparation; 41 hours of preparation for the final assessment. TOTAL: 76 hours of student work. Methods of conveying educational content: lecturing, discussion, brainstorming, solving model situations in theoretical and practical terms, problem solving, self-study.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Rating weight: 100/0. During the semester, the student will prepare and present a seminar paper on a topic assigned by the teacher, from which he/she can obtain a maximum of 40 points. At the end of the semester there will be a final written test with a maximum possible score of 60 points. A student who fails to submit a seminar paper or who obtains less than 25 points in the final test will not be admitted to the final test. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). 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 you must obtain a minimum of 60% of the marks. A - excellent performance, the student masters the basic concepts, can apply what he/she has learned to practice; the seminar work meets all the set criteria; critically evaluates, can solve model situations and apply pedagogical strategies; B - excellent performance, the student has mastered the basic concepts, but slight deficiencies are observed in the application of knowledge to practice; slight deficiencies are observed in the seminar work; critical thinking is borderline, model situations are solved with small deficiencies with the help of the teacher;	

C - good performance, the student has learned, but can only partially apply what he/she has learned to practice; the seminar work has shortcomings, shortcomings also appear in the solution of problem solving tasks and model situations;

D - acceptable performance, the student has only partially mastered the content, there are significant deficiencies in his/her understanding of the issues, he/she cannot apply what he/she has learned in practice - even if he/she describes the problems theoretically, he/she cannot solve them comprehensively, proposes partial solutions; the seminar paper meets the minimum criteria;

E - at least acceptable performance, the student has mastered the content of education at an elementary level, cannot apply it adequately in practice, has significant problems in solving problem solving tasks and model situations;

Fx - unacceptable performance, the student has not met the requirements set by the teacher during the semester/ has not mastered the course content or has not handed in a term paper/ has not solved a back problem problem or model situation.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

By mastering the content of education, the student will expand his/her knowledge of the concepts of inclusive education, learn to orient in the principles of inclusive education, acquire knowledge about the creation of an inclusive environment by a pedagogical assistant. Understand the principles and methods of cooperation with pedagogical and professional staff participating in inclusive education of the pupil, understand the importance of professional cooperation, the place of the pedagogical assistant in education. Acquire knowledge of the place, tasks, position and importance of the pedagogical assistant in inclusive education. Gain an overview of examples of good practice involving the practical skills necessary for working with individuals with special educational needs in inclusive education. After completing the course, the student will be able to identify the specifics of the education of such individuals and acquire the ability to select and target a variety of methods, approaches and strategies in the theoretical level. In addition, the student will develop communicative competences, strengthen critical thinking (on the basis of the presentation of model situations and their possible solutions) and creative approach (in the search for strategies and application of educational material in the classroom).

### **Class syllabus:**

The content of the Pedagogical Assistant in Inclusive Education (PAvIV) course is divided into several thematic areas and relevant subtopics to ensure the achievement of the stated partial educational objectives. The content structure is designed so that the student continuously acquires the necessary knowledge by completing the educational topics organised in a full-time form and at the same time strengthens his/her professional training in the subject area.

Legislative definition, documents and the position of the pedagogical assistant in inclusive education (the student will gain knowledge of the basic legislation, information about the existence of important documents related to the issue, become familiar with the position of PAvIV).

Terminological definition of basic concepts and their correlation to the profession of pedagogical assistant (learns to understand the concepts of inclusive education, inclusive culture, index of inclusion, inclusive school; learns the relationships between them; can interpret the basic characteristics and definitions of these concepts).

Roles of the pedagogical assistant in the pedagogical process in inclusive education (he/she will be able to name the roles of the teacher in the educational process and the roles of the PAvIV, he/she will learn to differentiate the competences and role of the teacher and the PAvIV).

The position of a teaching assistant in a team of experts and the key roles in professional cooperation with them (understand the basic principles of professional cooperation, acquire the ability to proceed in cooperation in different ways and procedures).



Principles of inclusive education and their application by teaching assistants in practice (acquires knowledge and knowledge of the basic principles of inclusive education and learns how to apply them to the educational process).

Activities of pedagogical assistant in inclusive education, support measures (the student will acquire knowledge about a wide range of activities that can be used/implemented in practice, acquire knowledge about possible support measures in the educational process with regard to different groups of individuals, gain an overview of possible strategies and approaches of PA in education aimed at saturating the special educational needs of the pupil).

Collaboration of the PA in IV with the class teacher. Cooperation of PA in IV with parents of the pupil. Definition of the possibilities of cooperation and mutual cooperation (the student will gain an overview of the ways of cooperation with the teacher and also with the parents, will learn the established ways of union and interdisciplinary cooperation, will acquire the skills to be a full member of a multidisciplinary team).

Competences of pedagogical assistant in inclusive education (through solving model situations and problem solving tasks, the student will gradually acquire the skills and competences necessary in the performance of the PAVIV profession, learn to differentiate and distinguish them, after completing the course, he/she will be able to identify which competences need to be applied in inclusive education).

#### **Recommended literature:**

LOPÚCHOVÁ, J. Příručka o vzdelávání žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

LOPÚCHOVÁ, J., VANČOVÁ, A. Špecifiká výkonu profesie pedagogického asistenta u žiakov so zdravotným znevýhodnením. In: Inovativní přístupy k edukaci osob se speciálními potřebami [elektronický dokument]. - : 1. vyd. ISBN 978-80-7464-902-8. - Ostrava : Pedagogická fakulta, 2021. - S. 70-84 [CD-ROM].

ŠILONOVÁ, V. 2018. Asistent pedagóga v inkluzívnej škole. Ružomberok: VERBUM, 2018. 95 s. ISBN 978-80-561-0590-0.

BARTOŇOVÁ, M., VÍTKOVÁ, M. 2020. Efektivní vyučování v heterogenní třídě se zřetelem na metody a učební strategie. 1., elektronické vyd. Brno: Masarykova univerzita, 2020. 122 s. ISBN 978-80-210-9830-5.

Zákony, vyhlášky a metodické pokyny v aktuálnom znení.

Recommended reading:

LOPÚCHOVÁ, J., HARČARÍKOVÁ, T. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami. Zborník vedeckých príspevkov. Bratislava : IRIS Vydavateľstvo a tlač , 2020. 187 s. [print]. ISBN 978-80-8200-058-3.

LOPÚCHOVÁ, J. Z výskumu zisťovania sociometrických ukazovateľov v procese inkluzívneho vzdelávania žiaka so zrakovým postihnutím. Die wirtschaftliche Entwicklung europäischer Regionen in der Ausbildungs- und Arbeitsmarktpolitik : Übergänge und Strategien 9. - : 1. vyd. ISBN 978-615-00-5084-3. - Pécs : Maps Consulting, 2019. - S. 86-102.

LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN: 978-80-262-1123-5.

LOPÚCHOVÁ, J., HLINA, M. Využívanie 3D tlače 3D modelov v edukačnom procese žiakov so zrakovým postihnutím. Paedagogica specialis : 32. - : 1. vyd. ISBN 978-80-223-4610-8. - Bratislava : Univerzita Komenského v Bratislave, 2018. - S. 284-298.

BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdělávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. 2013-2015 Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.

BASLEROVÁ, P. a kol. 2012. Metodika práce asistenta pedagoga se žákem se zrakovým postižením. Olomouc: Univerzita Palackého v Olomouci, 2012. 112 s. ISBN 978-80-244-3376-9

GABAŠOVÁ, J., VOSMIK, M. 2019. Asistent pedagoga a klima třídy. Praha: Raabe, 2019. 107 s. ISBN 978-80-7496-419-0.

JANKOVÁ, J., MORAVCOVÁ, D. 2017. Asistent pedagoga a dítě se zrakovým postižením. Praha: Paspata, 2017. ISBN 978-80-88163-61-9

NĚMEC, Z., MARTINOVSKÁ, P. 2018. Asistent pedagoga v mateřské škole. Praha: Dr. Josef Raabe s.r.o, 2018. 126 s. ISBN 978-80-7496-394-0.

SCHMIDTOVÁ, M., 2013. Inkluzívna škola-ako na to? Možnosti transformácie škôl smerom k inklúzii. In. HAPALOVÁ, M., KRIGLEROVÁ, E., 2013. O krok bližšie k inklúzii. Bratislava: Centrum pre výskum etnicity a kultúry, 2013. ISBN 978-80-971343-0-3.

VÍTKOVÁ, M., BARTOŇOVÁ, M., 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava, 2019. 179 s. ISBN 978-80-7510-334-5.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 193

A	ABS	B	C	D	E	FX
82,9	0,0	8,29	4,66	1,55	0,0	2,59

**Lecturers:** doc. PaedDr. Jana Lopúchová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex097/22	<b>Course title:</b> Teaching assistant in inclusive education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 30 hours of seminar work preparation; 41 hours of preparation for the final assessment. TOTAL: 76 hours of student work. Methods of conveying educational content: lecturing, discussion, brainstorming, solving model situations in theoretical and practical terms, problem solving, self-study.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Rating weight: 100/0. During the semester, the student will prepare and present a seminar paper on a topic assigned by the teacher, from which he/she can obtain a maximum of 40 points. At the end of the semester there will be a final written test with a maximum possible score of 60 points. A student who fails to submit a seminar paper or who obtains less than 25 points in the final test will not be admitted to the final test. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). 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 you must obtain a minimum of 60% of the marks. A - excellent performance, the student masters the basic concepts, can apply what he/she has learned to practice; the seminar work meets all the set criteria; critically evaluates, can solve model situations and apply pedagogical strategies; B - excellent performance, the student has mastered the basic concepts, but slight deficiencies are observed in the application of knowledge to practice; slight deficiencies are observed in the seminar work; critical thinking is borderline, model situations are solved with small deficiencies with the help of the teacher;	

C - good performance, the student has learned, but can only partially apply what he/she has learned to practice; the seminar work has shortcomings, shortcomings also appear in the solution of problem solving tasks and model situations;

D - acceptable performance, the student has only partially mastered the content, there are significant deficiencies in his/her understanding of the issues, he/she cannot apply what he/she has learned in practice - even if he/she describes the problems theoretically, he/she cannot solve them comprehensively, proposes partial solutions; the seminar paper meets the minimum criteria;

E - at least acceptable performance, the student has mastered the content of education at an elementary level, cannot apply it adequately in practice, has significant problems in solving problem solving tasks and model situations;

Fx - unacceptable performance, the student has not met the requirements set by the teacher during the semester/ has not mastered the course content or has not handed in a term paper/ has not solved a back problem problem or model situation.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

By mastering the content of education, the student will expand his/her knowledge of the concepts of inclusive education, learn to orient in the principles of inclusive education, acquire knowledge about the creation of an inclusive environment by a pedagogical assistant. Understand the principles and methods of cooperation with pedagogical and professional staff participating in inclusive education of the pupil, understand the importance of professional cooperation, the place of the pedagogical assistant in education. Acquire knowledge of the place, tasks, position and importance of the pedagogical assistant in inclusive education. Gain an overview of examples of good practice involving the practical skills necessary for working with individuals with special educational needs in inclusive education. After completing the course, the student will be able to identify the specifics of the education of such individuals and acquire the ability to select and target a variety of methods, approaches and strategies in the theoretical level. In addition, the student will develop communicative competences, strengthen critical thinking (on the basis of the presentation of model situations and their possible solutions) and creative approach (in the search for strategies and application of educational material in the classroom).

### **Class syllabus:**

The content of the Pedagogical Assistant in Inclusive Education (PAvIV) course is divided into several thematic areas and relevant subtopics to ensure the achievement of the stated partial educational objectives. The content structure is designed so that the student continuously acquires the necessary knowledge by completing the educational topics organised in a full-time form and at the same time strengthens his/her professional training in the subject area.

Legislative definition, documents and the position of the pedagogical assistant in inclusive education (the student will gain knowledge of the basic legislation, information about the existence of important documents related to the issue, become familiar with the position of PAvIV).

Terminological definition of basic concepts and their correlation to the profession of pedagogical assistant (learns to understand the concepts of inclusive education, inclusive culture, index of inclusion, inclusive school; learns the relationships between them; can interpret the basic characteristics and definitions of these concepts).

Roles of the pedagogical assistant in the pedagogical process in inclusive education (he/she will be able to name the roles of the teacher in the educational process and the roles of the PAvIV, he/she will learn to differentiate the competences and role of the teacher and the PAvIV).

The position of a teaching assistant in a team of experts and the key roles in professional cooperation with them (understand the basic principles of professional cooperation, acquire the ability to proceed in cooperation in different ways and procedures).

Principles of inclusive education and their application by teaching assistants in practice (acquires knowledge and knowledge of the basic principles of inclusive education and learns how to apply them to the educational process).

Activities of pedagogical assistant in inclusive education, support measures (the student will acquire knowledge about a wide range of activities that can be used/implemented in practice, acquire knowledge about possible support measures in the educational process with regard to different groups of individuals, gain an overview of possible strategies and approaches of PA in education aimed at saturating the special educational needs of the pupil).

Collaboration of the PA in IV with the class teacher. Cooperation of PA in IV with parents of the pupil. Definition of the possibilities of cooperation and mutual cooperation (the student will gain an overview of the ways of cooperation with the teacher and also with the parents, will learn the established ways of union and interdisciplinary cooperation, will acquire the skills to be a full member of a multidisciplinary team).

Competences of pedagogical assistant in inclusive education (through solving model situations and problem solving tasks, the student will gradually acquire the skills and competences necessary in the performance of the PAVIV profession, learn to differentiate and distinguish them, after completing the course, he/she will be able to identify which competences need to be applied in inclusive education).

#### **Recommended literature:**

LOPÚCHOVÁ, J. Příručka o vzdelávání žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

LOPÚCHOVÁ, J., VANČOVÁ, A. Špecifiká výkonu profesie pedagogického asistenta u žiakov so zdravotným znevýhodnením. In: Inovativní přístupy k edukaci osob se speciálními potřebami [elektronický dokument]. - : 1. vyd. ISBN 978-80-7464-902-8. - Ostrava : Pedagogická fakulta, 2021. - S. 70-84 [CD-ROM].

ŠILONOVÁ, V. 2018. Asistent pedagóga v inkluzívnej škole. Ružomberok: VERBUM, 2018. 95 s. ISBN 978-80-561-0590-0.

BARTOŇOVÁ, M., VÍTKOVÁ, M. 2020. Efektivní vyučování v heterogenní třídě se zřetelem na metody a učební strategie. 1., elektronické vyd. Brno: Masarykova univerzita, 2020. 122 s. ISBN 978-80-210-9830-5.

Zákony, vyhlášky a metodické pokyny v aktuálnom znení.

Recommended reading:

LOPÚCHOVÁ, J., HARČARÍKOVÁ, T. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami. Zborník vedeckých príspevkov. Bratislava : IRIS Vydavateľstvo a tlač , 2020. 187 s. [print]. ISBN 978-80-8200-058-3.

LOPÚCHOVÁ, J. Z výskumu zisťovania sociometrických ukazovateľov v procese inkluzívneho vzdelávania žiaka so zrakovým postihnutím. Die wirtschaftliche Entwicklung europäischer Regionen in der Ausbildungs- und Arbeitsmarktpolitik : Übergänge und Strategien 9. - : 1. vyd. ISBN 978-615-00-5084-3. - Pécs : Maps Consulting, 2019. - S. 86-102.

LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha: Portál. 2016. 463s. ISBN: 978-80-262-1123-5.

LOPÚCHOVÁ, J., HLINA, M. Využívanie 3D tlače 3D modelov v edukačnom procese žiakov so zrakovým postihnutím. Paedagogica specialis : 32. - : 1. vyd. ISBN 978-80-223-4610-8. - Bratislava : Univerzita Komenského v Bratislave, 2018. - S. 284-298.

BARTOŇOVÁ, M., VÍTKOVÁ, M. et al., 2016. Vzdelávání se zaměřením na inkluzivní didaktiku a vyučování žáků se speciálními vzdělávacími potřebami ve škole hlavního vzdělávacího proudu. 2013-2015 Brno: Masarykova univerzita. 2016. ISBN: 978-80-2106-678-6.

BASLEROVÁ, P. a kol. 2012. Metodika práce asistenta pedagoga se žákem se zrakovým postižením. Olomouc: Univerzita Palackého v Olomouci, 2012. 112 s. ISBN 978-80-244-3376-9

GABAŠOVÁ, J., VOSMIK, M. 2019. Asistent pedagoga a klima třídy. Praha: Raabe, 2019. 107 s. ISBN 978-80-7496-419-0.

JANKOVÁ, J., MORAVCOVÁ, D. 2017. Asistent pedagoga a dítě se zrakovým postižením. Praha: Pasperta, 2017. ISBN 978-80-88163-61-9

NĚMEC, Z., MARTINOVSKÁ, P. 2018. Asistent pedagoga v mateřské škole. Praha: Dr. Josef Raabe s.r.o, 2018. 126 s. ISBN 978-80-7496-394-0.

SCHMIDTOVÁ, M., 2013. Inkluzívna škola-ako na to? Možnosti transformácie škôl smerom k inklúzii. In. HAPALOVÁ, M., KRIGLEROVÁ, E., 2013. O krok bližšie k inklúzii. Bratislava: Centrum pre výskum etnicity a kultúry, 2013. ISBN 978-80-971343-0-3.

VÍTKOVÁ, M., BARTOŇOVÁ, M., 2019. Inkluzivní pedagogika: Distanční studijní text. 1. vyd. Opava, 2019. 179 s. ISBN 978-80-7510-334-5.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 193

A	ABS	B	C	D	E	FX
82,9	0,0	8,29	4,66	1,55	0,0	2,59

**Lecturers:** doc. PaedDr. Jana Lopúchová, PhD.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/B-SPPex094/22	<b>Course title:</b> Theory of Communication in Special Education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 8 hours of teaching per semester (lecture) - combined method Student workload: 8 hours of teaching; 25 hours of semester work preparation; 12 hours of preparation for the interim assessment, 30 hours of preparation for the final assessment. A total of 75 hours of student work. Methods of education: monological - lecture, interpretation, dialogical - interview, discussion, problem-based methods - creation of mind maps, brainstorming, practical methods - simulations, training), guided self-study - work with text, solving tasks and assignments, case study.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be one written quiz during the semester for 20 points, a term paper must be completed (25 points), and the student comes to the seminar prepared (5 points). The student will not be allowed to take the final test (50 points) until a minimum of 30 points has been earned during the semester. This means that he/she cannot be awarded credit for the course. The student must score a minimum of 50% on the final test. For a final grade A, you need at least 91 points, for a grade B at least 81 points, for a grade C at least 73 points, for a grade D at least 66 points and for a grade E at least 60 points. A-Excellent performance, student can/does/creates/critically evaluates; B-Excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E-minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria),	

Fx (59-0%, insufficient - extra work required).  
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**

By completing the course, the student will broaden his/her theoretical knowledge of social communication in general and barriers to communication for children, pupils and adults with disabilities. The student will be able to apply knowledge from special education specialties (etiology, classification, life implications) to communication theory in the various specialties of special education. The student will know and be able to apply basic rules and techniques in communicating with children, students, and adults with various types of disabilities. The acquired knowledge can be incorporated into therapy, education, stimulation of children and pupils with disabilities and, after completing the master's degree, into diagnosis and counselling activities for different types of disabilities.

The following transferable skills are also developed in the Communication Theory in Special Education course: communication skills, analytical skills, abstract and critical thinking skills, and reasoning in context.

**Class syllabus:**

1. Communication, vectors of communication 2. 2. 3. Theory of communication in special pedagogy - information cycle, its components, dysfunctionality, dysfunctionality. Communication ability, impaired communication ability and its characteristics. 5. Specifics of communication and specific communication forms in persons with hearing impairment. 5. Specifics of communication and specific communication forms in persons with visual impairment. 6. Specifics of communication and specific forms of communication in persons with intellectual disability. 7. Specifics of communication and specific forms of communication in persons with autism. 8. Specifics of communication and specific forms of communication in persons with deaf-blindness. 9. Basic information about alternative and augmentative communication. 10. Principles and techniques for creating conditions for communication in different types of disabilities.

**Recommended literature:**

Medzinárodná klasifikácia funkčnej schopnosti, dizability a zdravia. Bratislava: EKO VYS. 2002. KOLEKTOV AUTOROV : Specifika komunikace osob se zdravotním postižením. Olomouc: UP. 2008. s. 50. ISBN 978-80-244-1935-0.

SLOWIK, Josef : Komunikace s lidmi s postižením. Praha: Portal, 2000. 155 s. ISBN 978-80-7367-691-9.

TARCSIOVÁ, Darina : Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. Bratislava : Sapiaientia. 2005. 220 s. ISBN 80-969112-7-9.

Recommended reading:

KUBOVÁ, Libuše.: Alternativní komunikace, cesta ke vzdělávání těžce zdravotně postižených dětí. Praha Tech- Market.1996. 45 s. ISBN 80 – 902134-1-3.

MONIBI, Mohamad :Mocotos: Mobile Communications Tools for Children with Special Needs. IDC Proceedings, 2008. 121 -146.

**Languages necessary to complete the course:**

Slovak language, Czech language and English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 184

A	ABS	B	C	D	E	FX
34,24	0,0	29,89	18,48	8,15	2,72	6,52



<b>Lecturers:</b> prof. PaedDr. Darina Tarcsiová, PhD.
<b>Last change:</b> 11.09.2023
<b>Approved by:</b> doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSPEC/B-SPPex004/22	<b>Course title:</b> Theory of education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 40 hours of ongoing work: preparation of a seminar paper; 55 hours of preparation for the assessment of knowledge and selected skills in the form of a written test. A total of 100 hours of student work. Learning methods: Interpretation combined with discussion, situational methods, activating methods, problem-based methods, application of theoretical knowledge to practical examples and tasks, guided self-study - solving tasks and assignments	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by examination, the ratio of midterm/final evaluation is 50/50. Interim assessment includes the following: - Intermediate work: preparation of a seminar paper - 40 points. Final assessment includes the following: - assessment of knowledge and selected competences in the form of a written test - 60 points. The assessment is awarded on a scale of: A (100-94%, excellent - excellent results with only minimal errors), B (93-86%, very good - above average results with minor errors), C (85-76%, good - normal reliable work, average results), D (75-68%, satisfactory - acceptable results but significant errors occur), E (67-60%, fair - results meet minimum criteria), Fx (59-0%, inadequate - additional work required). A minimum score of 60% is required to pass the course. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students will gain knowledge and understanding of the educational and self-educational process in a social context with emphasis on the application of the principles of creative-humanistic education and the presentation of new approaches and perspectives in the development of modern educational	

theory. On a theoretical-empirical level, students are able to implement a variety of educational activities and activities that can be applied within the profession of special educator and have the competence to solve basic problem situations in educational practice in collaboration with other professionals.

The course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

**Class syllabus:**

- Introduction to the discipline of educational theory. Introduction to the theory of education. Creative humanistic education.
- Views on education. Education in different historical periods.
- School documents and legislation with a focus on education.
- Goals of education and their determination.
- The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
- Methods of educational action and new trends.
- Characteristics and classification of educational principles.
- Specification of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.
- Organisational forms and means of education.
- Personality of the special educator in the educational process. Educational styles and requirements for the personality of the special educator. Code of ethics.
- Personality of the child in the educational process. Categorization of personality formation factors, bio-psycho-social determination of personality development and education.
- Educational environment and its importance for a person.
- Family and family upbringing. Educational styles in the family. Negative tendencies in family upbringing.
- Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
- Education outside the classroom and its specifics.

**Recommended literature:**

Compulsory reading:

GOGO VÁ, A., KROČKOVÁ, Š., PINTES, G. 2004. Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2

HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. 2006. Úvod do pedagogiky. Nitra: Enigma, 2006. 356 s. ISBN 80-89132-29-4

KRATOCHVÍLOVÁ, E. et al. 2007. Úvod do pedagogiky. Trnava: PF TU. 168 s. ISBN: 978-80-8082-145-6

POTOČÁROVÁ, M. Pedagogika rodiny. 2008. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Recommended readings DERKOVÁ, J. 2018. Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144 s. ISBN 978-80-8200-034-7

FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al 2017. Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6

KOLDEOVÁ, L. 2018. Odmeny a tresty v rodinnej výchove. Bratislava: UK. 161 s. ISBN 978-80-223-4649-8

KOSOVÁ, B. 2015. Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1

PELIKÁN, J. 1995. Výchova jako teoretický problém. Ostrava: Amosium Servis. ISBN 80-85498-27-8

SKARUPSKÁ, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. ISBN 978-80-86798-70-7

STROUHAL, M. 2013. Teorie výchovy. Praha: Grada. ISBN 978-80-2474-0

TRABALÍKOVÁ, J., MACHÁČEK, D., ZEMANČÍKOVÁ, V. 2014. Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. ISBN 978-80-554-0904-7

ZELINA, M. 2004. Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. ISBN 80-10-00456-1.

**Languages necessary to complete the course:**

Slovak language, Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 323

A	ABS	B	C	D	E	FX
41,49	0,0	20,12	12,38	11,76	9,6	4,64

**Lecturers:**

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSPEC/B-SPPex004/22	<b>Course title:</b> Theory of education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method Student workload: 5 hours of teaching; 40 hours of ongoing work: preparation of a seminar paper; 55 hours of preparation for the assessment of knowledge and selected skills in the form of a written test. A total of 100 hours of student work. Learning methods: Interpretation combined with discussion, situational methods, activating methods, problem-based methods, application of theoretical knowledge to practical examples and tasks, guided self-study - solving tasks and assignments	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is completed by examination, the ratio of midterm/final evaluation is 50/50. Interim assessment includes the following: - Intermediate work: preparation of a seminar paper - 40 points. Final assessment includes the following: - assessment of knowledge and selected competences in the form of a written test - 60 points. The assessment is awarded on a scale of: A (100-94%, excellent - excellent results with only minimal errors), B (93-86%, very good - above average results with minor errors), C (85-76%, good - normal reliable work, average results), D (75-68%, satisfactory - acceptable results but significant errors occur), E (67-60%, fair - results meet minimum criteria), Fx (59-0%, inadequate - additional work required). A minimum score of 60% is required to pass the course. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> Students will gain knowledge and understanding of the educational and self-educational process in a social context with emphasis on the application of the principles of creative-humanistic education and the presentation of new approaches and perspectives in the development of modern educational	

theory. On a theoretical-empirical level, students are able to implement a variety of educational activities and activities that can be applied within the profession of special educator and have the competence to solve basic problem situations in educational practice in collaboration with other professionals.

The course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

**Class syllabus:**

- Introduction to the discipline of educational theory. Introduction to the theory of education. Creative humanistic education.
- Views on education. Education in different historical periods.
- School documents and legislation with a focus on education.
- Goals of education and their determination.
- The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
- Methods of educational action and new trends.
- Characteristics and classification of educational principles.
- Specification of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.
- Organisational forms and means of education.
- Personality of the special educator in the educational process. Educational styles and requirements for the personality of the special educator. Code of ethics.
- Personality of the child in the educational process. Categorization of personality formation factors, bio-psycho-social determination of personality development and education.
- Educational environment and its importance for a person.
- Family and family upbringing. Educational styles in the family. Negative tendencies in family upbringing.
- Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
- Education outside the classroom and its specifics.

**Recommended literature:**

Compulsory reading:

GOGO VÁ, A., KROČKOVÁ, Š., PINTES, G. 2004. Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2

HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. 2006. Úvod do pedagogiky. Nitra: Enigma, 2006. 356 s. ISBN 80-89132-29-4

KRATOCHVÍLOVÁ, E. et al. 2007. Úvod do pedagogiky. Trnava: PF TU. 168 s. ISBN: 978-80-8082-145-6

POTOČÁROVÁ, M. Pedagogika rodiny. 2008. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Recommended readings DERKOVÁ, J. 2018. Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144 s. ISBN 978-80-8200-034-7

FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al 2017. Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6

KOLDEOVÁ, L. 2018. Odmeny a tresty v rodinnej výchove. Bratislava: UK. 161 s. ISBN 978-80-223-4649-8

KOSOVÁ, B. 2015. Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1

PELIKÁN, J. 1995. Výchova jako teoretický problém. Ostrava: Amosium Servis. ISBN 80-85498-27-8

SKARUPSKÁ, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. ISBN 978-80-86798-70-7

STROUHAL, M. 2013. Teorie výchovy. Praha: Grada. ISBN 978-80-2474-0

TRABALÍKOVÁ, J., MACHÁČEK, D., ZEMANČÍKOVÁ, V. 2014. Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. ISBN 978-80-554-0904-7

ZELINA, M. 2004. Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. ISBN 80-10-00456-1.

**Languages necessary to complete the course:**

Slovak language, Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 323

A	ABS	B	C	D	E	FX
41,49	0,0	20,12	12,38	11,76	9,6	4,64

**Lecturers:** prof. PaedDr. Ján Danek, CSc.

**Last change:** 11.09.2023

**Approved by:** doc. PaedDr. Jana Lopúchová, PhD.