

## Course descriptions

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## 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.KPEP/M-UPVšt404/22	<b>Course title:</b> Didactics of Slovak language and literature
<b>Number of credits:</b> 4	
<b>Educational level:</b> II.	
<b>Course requirements:</b> Oral examination Assessment: A The student knows the methods of teaching Slovak language and literature in primary education and is able to use them creatively, especially for: the introduction and teaching of reading and writing in the first year, methods of working with the syllabus as a basic and first textbook with which the pupil comes into contact, teaching nouns, adjectives and verbs and their respective grammatical categories. The principles of teaching non-flexible word types are mastered. Knows how to choose appropriate methods for teaching spelling phenomena: writing i/y after both consonants, writing the 'ä', capitalising nouns and the beginning of sentences. They also know the basic diacritical and punctuation marks and can justify their use. Can choose appropriate methods and didactic principles for the assignment of different types of language tasks, especially dictation. Knows and can make appropriate use of and demonstrate in practical examples various types of lexical relations: synonymy, antonymy, polysemy, working with phraseological units and word formation. Knows different methods of developing and introducing syntactic relations: the difference between a bare and a developed sentence, knows how to work with the modality of a sentence in relation to its communicative intention. Knows the didactic methods of clarifying suprasegmental and segmental phenomena. Knows how to divide vowels into vowels, consonants and diphthongs, knows the distinctive function of vowel quantity. Knows the principles of syllabic composition. Knows the didactic principles of teaching style education, individual stylistic practices and formations. Knows the principles of the syllabic procedure, the difference between a pictorial and a written syllabus. Knows the methods of literary education, the principles of didactic interpretation of the text in primary education. Knows the differences between different literary types and genres, can give concrete examples of literary works in poetry, prose and drama. In all of these areas, he/she can functionally apply cross-curricular relationships and justify the use of modern technologies in education. B The student knows the methods of teaching Slovak language and literature in primary education and is able to use them creatively, especially for: the introduction and teaching of reading and writing in the first year, the methods of working with the syllabus as the basic and first textbook with which the pupil comes into contact, the teaching of nouns, adjectives and verbs and their respective grammatical categories. It also knows the didactic principles of teaching inflexible word types. Can choose appropriate methods for teaching spelling phenomena: writing i/y after both consonants, writing the 'ä', capitalising nouns and the beginning of sentences. They also know the basic diacritical and punctuation marks and can justify their use. Can choose appropriate methods and didactic principles for the assignment of different types of language tasks, especially dictation. Knows and can make appropriate use of and demonstrate in practical examples various	

types of lexical relations: synonymy, antonymy, working with phraseological units. Knows at least two methods of developing and introducing syntactic relations: the difference between a bare and a developed sentence, and can work with the modality of a sentence in relation to its communicative intention. Knows at least one didactic method of clarifying suprasegmental and segmental phenomena. Knows how to divide vowels into vowels, consonants and diphthongs. Knows how to make use of pupils' practical experience. Knows the principles of syllabic composition. Can give at least one example of a given style. Knows the principles of the syllabic progression, the difference between a pictorial and a written syllabic outline. Knows the methods of literary education. Knows the differences between different literary types and genres, can give concrete examples of literary works in poetry and prose. Can functionally apply cross-curricular relationships in all the above areas and justify the use of modern technologies in education.

C

The student knows the methods of teaching Slovak language and literature in primary education and is able to use them creatively, especially for: introducing and teaching reading in the first year, methods of working with the syllabus, teaching nouns, adjectives and verbs and their respective grammatical categories. They can choose appropriate methods for teaching spelling phenomena: writing i/y after both consonants, writing the letter 'ä', writing capital letters for nouns. They also know the basic diacritical and punctuation marks and can justify their use. Can choose appropriate methods and didactic principles for the assignment of language tasks of various types, especially dictation. Knows at least one didactic game with a linguistic focus. Knows and can make appropriate use of and demonstrate in practical examples different types of lexical relations: synonymy, antonymy, working with phraseological units. Knows at least two methods of developing and introducing syntactic relations: can work with the modality of a sentence in relation to its communicative intention. Knows at least one didactic method of clarifying suprasegmental and segmental phenomena. Knows how to divide vowels into vowels, consonants and diphthongs. Knows how to make use of pupils' practical experience. Knows the principles of syllabic composition. Can give at least one example of a given stylistic progression. Knows the principles of the syllabic progression, the difference between a pictorial and a written syllabic outline. Knows the methods of literary education. Knows the differences between different literary genres, can give concrete examples of literary works in poetry and prose. In all of the above areas, he/she can functionally apply cross-curricular relationships and justify the use of modern technologies in education.

D more than 66% and less than 74%

The student knows the methods of teaching Slovak language and literature in primary education and knows how to use them, especially for: teaching reading in the first year, methods of working with the syllabus, teaching the basics of word types. It can choose appropriate methods for teaching spelling phenomena: writing i/y after both consonants, writing capital letters for nouns. Knows at least one didactic game with a linguistic focus. Knows the basic types of lexical relations: synonymy, antonymy. Knows how to work with the modality of a sentence in relation to its communicative intention. Knows how to divide vowels into vowels, consonants and diphthongs. Can make use of pupils' practical experience. Knows the principles of syllabic composition. Knows the principles of syllable formation. Knows the methods of literary education. Knows the differences between different literary genres and can give specific examples of literary works in poetry and prose.

E more than 60 % and less than 66 %

The student knows at least one method of teaching the Slovak language for a specific subject, in particular: teaching reading in the first year, teaching the basics of word types. The student knows the basic methods of teaching spelling, lexical and syntactic phenomena. Knows at least one didactic game with a language focus. Knows the principles of the syllabic process. Knows the methods of

literary education. Knows the differences between different literary genres and can give concrete examples of literary works in poetry and prose. Can explain the importance of cross-curricular relationships in language teaching.

An Fx will be given if the student fails to meet even the minimum requirements.

### **Learning outcomes:**

Learning objectives:

To prepare the student for the teaching of Slovak language and literature at the primary level of education, to check whether he/she knows the methods of teaching the Slovak language in primary education, in particular: methods of teaching the sound, morphological, spelling, lexical and syntactic level of the language. To check whether he/she can demonstrate the different methods of teaching language, literature and style both descriptively and creatively. To check the didactic appropriateness of the tasks given to pupils, taking into account their cognitive abilities and the curriculum requirements in each year group. To check that pupils are able to solve spelling problems and tasks and that they are sufficiently explained to them.

Learning outcomes

Knowledge: definitions of basic linguistic and literary concepts, relationships between concepts, operations and laws of systemic understanding of language and flexion. Basic knowledge of the different levels of language, the curriculum of language and literature education in each grade.

Skills.

Competences: Evaluate different teaching methods and procedures, use analogies and differences of procedures in different topics, take responsibility for own decisions.

### **Class syllabus:**

The content of the course is linked to the mathematical subjects in the curriculum, while knowledge from lower levels of education is also assumed.

- Literacy and its basic definition, pre-literacy, linguistic and literary literacy, methods of its development, functional and cultural literacy,
- methods of didactics of reading in the first year of primary education, in all three periods of its training and improvement, methods of didactics of writing, the syllabary and its use, methods of working with the syllabary, analytical and analytical-synthetic methods of didactics of reading,
- methods of teaching nouns, the distinction between common and proper nouns and the principles of acquiring their grammatical categories (the category of gender, the principles of illustration and the procedures for working with illustrative material when teaching nouns, demonstrations, including the use of modern technologies,
- the didactic principles of teaching adjectives, with emphasis on their descriptive function, the grammatical categories of nouns (gender, number, case, or the category of correspondence), the choice of appropriate methods for teaching nouns,
- characteristics and methods of teaching verbs and didactic principles of their teaching in primary education, the active and dynamic function of verbs, grammatical categories of verbs (person, number, tense, manner),
- methods of teaching non-movable word types: adverbs, conjunctions, prepositions, particles and quotation marks, the spatiotemporal function of prepositions, the division of conjunctions, the function of adverbs in determining sentence structure, practical examples of individual word types in a sentence,
- methods and didactic principles of teaching spelling phenomena, writing i/y after both consonants, writing capital letters, principles of writing the broad ä, mnemonic devices and factors facilitating the acquisition of spelling phenomena,
- classification, formulation and application of language tasks in the classroom, differentiation of different types of language tasks according to their function and according to language

planes, dictation and its specific function, different types of dictation, didactic principles of their assignment, practical examples of tasks,

- methods and principles of teaching syntax, communicative intention of the speaker, punctuation marks and sentence melody, bare and expanded sentences, conjunctions, linking syntactic knowledge with style education, modality of the sentence, sentence structure, practical examples and types of tasks,
- types of vocabulary development tasks, lexeme and word semantics, synonyms, antonyms, polysemantic units, phraseological units, word formation and its role in the development of the pupil's lexicon, demonstration of different types of symptomatic lexemes,
- methods and procedures for teaching segmental and suprasegmental phenomena, the relationship between the vowel and the letter, the division of vowels according to sonority, sonority assimilation, accent, stress, melody and rhythm of speech,
- methods and procedures of teaching style education, style procedures (narrative, descriptive, informative, expository), their characteristics and structure, phases of style activity, picture and written outline, concept, pure writing, evaluation of students' style products,
- methods of teaching literary education, technical reading, reading comprehension and its principles, PIRLS testing, didactic interpretation of the text and its limits, literary types and genres (author's, folk tale, fable, children's social prose, nursery rhyme, poem, folklore and its formations), samples of works

**State exam syllabus:**

**Recommended literature:**

GAVORA, P. 1999. Ako rozvíjať porozumenie textu u žiaka. Bratislava: Enigma. ISBN 978-80-891-3257-7.

OBERT, O. 2001. Detská literatúra a čitateľský rozvoj dieťaťa. Nitra: Aspekt 2001. ISBN 80-88894-07-7.

PUPALA, B., ZÁPOTOČNÁ, O. 2001. Vzdelávanie ako formovanie kultúrnej gramotnosti. In KOLLÁRIKOVÁ, Z., PUPALA, B. et al. Predškolská a elementárna pedagogika. Praha: Portál. s. 266 - 267. ISBN 80-7178-585-7.

RUSŇÁK, R. 2009. Svetová literatúra pre deti v didaktickej komunikácii. Prešov: UNIPO. ISBN 978-80-555-0071-3.

TOMAN, J. 1992. Vybrané kapitoly z teórie detskej literatúry. České Budějovice: Jihočeská univerzita.

ZÁPOTOČNÁ, O. 2001. Rozvoj počiatkovej literárnej gramotnosti. In KOLLÁRIKOVÁ, Z., PUPALA, B. et al. Předškolní a primární pedagogika / Predškolská a elementárna pedagogika. Praha: Portál. s. 271-305. ISBN 80-7178-585-7.

**Languages necessary to complete the course:**

Slovak language

**Last change:** 13.11.2022

**Approved by:** prof. PaedDr. Katarína Žilková, 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.KPEP/M-UPVšt403/22	<b>Course title:</b> Didactics of mathematics
<b>Number of credits:</b> 4	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b> oral examination Rating: A</p> <p>The student knows the methods of teaching mathematics in primary education and knows how to use them creatively, especially for: developing the concept of numbers, introducing numerical operations, building geometric concepts, and learning about geometric shapes, and their positional and metric properties. The student can justify the choice of method for an individual subject and compare different methods. The student can give examples of the application of mathematical knowledge in practical tasks. Knows the methods of developing spatial imagination and orientation and can demonstrate them by introducing suitable activities. The student knows the types of word and context problems and can assess their difficulty and state the methods of solving individual word problems. The student knows how to use stories, children's experiences, fairy tales, and the history of mathematics for motivation. The student knows various didactic games and fun tasks and can justify their use for specific subjects. Can apply cross-subject relationships with other subjects, especially in practical activities such as field work, observing dependencies, working with data, measuring, composing and constructing, etc.</p> <p>B</p> <p>The student knows the methods of teaching mathematics in primary education, in particular: developing the concept of numbers, introducing numerical operations, building geometric concepts, and learning about geometric shapes, and their positional and metric properties. The student can justify the choice of method for individual subjects and state at least one advantage of the method. The student can give examples of the application of mathematical knowledge in practical tasks. Knows the methods of developing spatial imagination and orientation and can demonstrate them by introducing suitable activities. Knows word and context types and methods of solving individual word problems. The student can use stories, children's experiences, and fairy tales for motivation. The student knows at least one didactic game or fun task for a specific subject. Can apply cross-subject relationships with other subjects, especially in practical activities such as observing dependencies, working with data, measuring, composing, constructing, etc.</p> <p>C</p> <p>The student knows the methods of teaching mathematics in primary education, in particular: developing the concept of numbers, introducing numerical operations, building geometric concepts, and learning about geometric shapes, and their positional and metric properties. Can state at least one method for the given subject. The student knows the methods of developing spatial imagination and spatial orientation and can usually demonstrate them appropriately with well-known examples. The student knows the types of words and standard methods of solving them, knows motivational stories and fairy tales. The student knows at least one didactic game or fun task for a specific subject</p>	

and can apply intersubject relationships in simple practical activities such as measuring, folding, constructing, etc.

D more than 66% and less than 74%

The student knows the methods of teaching mathematics in primary education, in particular: developing the concept of number, introducing numerical operations, building geometric concepts, and learning about geometric shapes, their positional and metric properties. The student knows at least the basic activities for developing spatial imagination and spatial orientation knows the types of words and standard methods of solving them and knows motivational stories and fairy tales. The student knows at least one didactic game or fun task for a specific subject. The student can apply intersubject relationships in simple, practical activities such as measuring, folding, constructing, etc.

E more than 60% and less than 66%

The student knows at least one method of teaching mathematics for a specific subject: developing the concept of number, introducing numerical operations, building geometric concepts, and learning about geometric shapes, their positional and metric properties. The student knows at least the basic activities for developing spatial imagination and spatial orientation. The student knows the types of words and standard methods of solving them, knows at least one didactic game or fun task for a specific subject. The student can apply intersubject relationships in simple practical activities such as measuring, folding, constructing, etc.

Fx

The student receives this assessment if does not meet the minimum requirements.

### **Learning outcomes:**

To prepare the student for teaching mathematics at the primary level of education, to check whether the student knows the methods of teaching mathematics in primary education, in particular: developing the concept of numbers, introducing numerical operations, building geometric concepts, learning about geometric shapes, their positional and metric properties. Check whether the student can justify the choice of method for individual subjects and can compare different methods. The student can give examples of the application of mathematical knowledge in practical tasks. To find out if the student knows the methods of developing spatial imagination and spatial orientation and can demonstrate them by introducing suitable activities. To check whether the student knows the types of verbal and contextual tasks, the student can assess their difficulty and state the methods of solving individual word tasks. To find out if the student can use stories, children's experiences, fairy tales and the history of mathematics for motivation. To determine whether the student knows various didactic games and fun tasks and can justify their use for specific subjects. Check whether the student can apply intersubject relationships with other subjects, especially in practical activities such as field work, observing dependencies, working with data, measuring, designing, assembling and building, etc.

Education outcomes

Knowledge: Definitions of basic mathematical concepts, relationships between individual concepts, operations, and relations, basic rules and laws about a number, numerical operations, geometric concepts and shapes, metric and positional properties of geometric shapes, algorithms of numerical operations, and procedures of geometric constructions also with the help of modern technologies.

Skills: Modeling, using algorithms, using didactic games, solving word problems, applying different solution strategies to simplify the procedure, mathematizing real situations.

Abilities: Evaluate individual teaching methods and procedures, use analogies and differences in procedures for various topics, and accept responsibility for one's own decisions.

### **Class syllabus:**

The subject's content is linked to the mathematical subjects in the study plan, while knowledge from lower levels of education is also assumed. In particular:

- methods of teaching mathematics in primary education, in particular: developing the concept of numbers, introducing numerical operations,
- building geometric concepts, getting to know geometric shapes, their positional and metric properties,
- justification of the choice of method for an individual subject and comparison of the advantages and disadvantages of different methods,
- examples of the application of mathematical knowledge in practical tasks,
- methods of developing spatial imagination and spatial orientation
- demonstration, modeling, graphic representation, and dramatization of mathematical concepts of relationships,
- typology of verbal and contextual tasks and methods of solving individual word tasks,
- motivation with stories, children's own experiences, fairy tales, and historical notes,
- didactic games and fun tasks, justify their use for specific subjects,
- application of cross-subject relationships with other subjects, especially in practical activities such as field work, observation of dependencies, work with data, measurement, etc.

**State exam syllabus:**

**Recommended literature:**

- HEJNÝ M., & KUŘINA, F. Dítě, škola a matematika. Portál: Praha, 2015.
- KOŽUCHOVÁ, M. a kol. Kurikulum primárneho vzdelávania. Bratislava: Univerzita Komenského, 2019.
- PARTOVÁ, E. Vyučovanie matematiky pomocou moderných technológií. 1. vyd. Bratislava: Univerzita Komenského, 2011.
- PARTOVÁ, E., & MARCINEK, T. Metódy vyučovania matematiky v primárnom vzdelávaní 1. Ružomberok: Verbum, 2020.
- PARTOVÁ, E. Prirodzené čísla. 1. vyd. Bratislava: ASCO Art & Science, 2002.
- Žilková, K. (2013). Geometria. Pedagogická fakulta TU: Trnava. ISBN 978-80-8082-689-5. Dostupné na <https://pdf.truni.sk/e-ucebnice/geometria/>
- Žilková, K. (2013). Teória a prax geometrických manipulácií v primárnom vzdelávaní. Praha: PowerPrint.

**Languages necessary to complete the course:**

Slovak and Czech language

**Last change:** 13.11.2022

**Approved by:** prof. PaedDr. Katarína Žilková, 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.KPEP/M-UPVšt402/22	<b>Course title:</b> Elementary pedagogy
<b>Number of credits:</b> 4	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>Rating:</p> <p><b>A</b></p> <p>The student has an excellent command of basic pedagogical terminology in primary education and can give examples usable in practice. They can justify the choice of educational concepts and the choice of suitable teaching method very well and resources. Knows the determinants of the use of activating methods. He has an excellent command of the curriculum requirements in individual grades, and takes into account the child's cognitive abilities and social conditions. He can state numerous examples of the application of knowledge from diagnosing a primary school student. The student has a broad overview of current trends in pupil assessment. He knows the competencies of a primary school teacher at an excellent level and the characteristics of the pupil's personality. He can identify the most common problems students have when integrating into the classroom collective and school environment. The student understands several conditions and the importance of his self education as part of their professional development. He knows about the possibilities of educational activities aimed at deepening, improving and developing of professional competencies provided by relevant professional institutions.</p> <p>He knows the strategies of self-reflection and self-improvement in the teacher's pedagogical activities. He knows the current legislative framework of primary education in the Slovak Republic. He is capable at an excellent level</p> <p>argue about alternative education and defending your opinion. He knows the exact legislation and relations very well with family and knows different forms of traditional and innovative means of communication and methods of cooperation with the family.</p> <p><b>B</b></p> <p>The student has a very good command of basic pedagogical terminology in primary education and knows how to present</p> <p>examples usable in practice. He knows very well how to justify the choice of educational concepts and the choice of appropriate ones teaching methods and resources. Knows several determinants of the use of activating methods. Really good control the curriculum requirements in individual years takes into account cognitive abilities and social conditions of the child. He can give several examples of the application of knowledge from diagnosing a primary school pupil. The student has a varied overview of current trends in student assessment. He knows at a very good level the competences of the primary school teacher and the characteristics of the pupil's personality. He can identify the most common students' problems in integrating into the class group and the school environment. The student understands several conditions and the importance of his self-education within the framework of his own professional development. He knows about several options for educational activities aimed at deepening, improving and developing professional competencies provided by relevant professional institutions. He knows the strategies of self-reflection and self-improvement in the teacher's pedagogical activity. Knows the current legislative framework of</p>	

primary education in the Slovak Republic. He can argue at a very good level about alternative education and defend his opinion. He knows very well the exact legislation of relations with the family and knows various things forms of traditional and innovative means of communication and methods of cooperation with the family.

C

The student has a good command of basic pedagogical terminology in primary education and can also give examples usable in practice. He knows well how to justify the choice of educational concepts and the choice of suitable teaching methods and resources. Knows some determinants of the use of activating methods. Handles requests well curriculum in individual years, takes into account the child's cognitive abilities and social conditions. He can to give some examples of the application of knowledge from diagnosing a primary school pupil. The student has an average an overview of current trends in pupil assessment. He knows the competencies of a primary school teacher at a good level and characteristics of the pupil's personality. He is able to identify the usual problems of students when integrating into the classroom collective and school environment. The student understands several conditions and the importance of his self-education as part of their own professional development. He knows about several options for educational activities aimed at deepening, improvement, and development of professional competences provided by relevant professionals institutions. He knows some strategies of self-reflection and self-improvement in the teacher's pedagogical activities.

He knows a significant part of the current legislative framework of primary education in the Slovak Republic. The student is able to argue at a good level about alternative education and defend his opinion. He knows well

exact legislation, and relations with the family and knows various forms of traditional and innovative communication means and methods of cooperation with the family.

D more than 66% and less than 74%

The student has a satisfactory command of basic pedagogical terminology in primary education and can state less

numerous examples usable in practice. Can satisfactorily justify the choice of educational concepts and the choice of appropriate ones teaching methods and resources. He knows less numerous determinants of the use of activating methods. Satisfactorily masters the curriculum requirements in individual years, but takes less into account cognitive abilities

and the child's social conditions. He can give clear examples of the application of knowledge from diagnosing the pupil's primary school. The student has a weaker overview of current trends in student assessment. At a satisfactory level knows the competencies of the primary school teacher and the characteristics of the pupil's personality. At least he can identify the most frequently occurring problems of students when integrating into the class group and the school environment. The student understands several conditions and the importance of his self-education within his professional field development at a weaker level. Knows at least two options for learning activities aimed at deepening, improvement and developing of professional competences provided by relevant professional institutions. He knows at least the best-known strategies of self-reflection and self-improvement in the teacher's pedagogical activity. Satisfactorily knows the current legislative framework of primary education in the Slovak Republic. He can debate alternative education at a satisfactory level and defend their opinion. He knows satisfactorily legislates relations with the family and knows various forms of traditional and innovative means of communication and methods of cooperation with the family.

The student understands several conditions and the importance of his self-education within his professional field development at a weaker level. Knows at least two options for learning activities aimed at deepening, improvement and developing of professional competences provided by relevant professional institutions. He knows at least the best-known strategies of self-reflection and self-improvement in the teacher's pedagogical activity. Satisfactorily knows the current legislative framework of primary education in the Slovak Republic. He can debate alternative education at a satisfactory level and defend their opinion. He knows satisfactorily legislates relations with the family and knows various forms of traditional and innovative means of communication and methods of cooperation with the family.

E more than 60% and less than 66%

The student knows at least one continuous definition from basic pedagogical terminology, in particular: education,

education, literacy, learning, competencies, curriculum, teaching concepts, teaching goals, methods,

forms, means, etc. He knows at least the basic determinants determining a child's school maturity. The student understands at least the minimum conditions and the importance of his self-education within his professional field development. He can give at least one example of the application of knowledge from diagnosing a primary school student. The student has a poor overview of current trends in student assessment. On a less satisfactory level, he knows competences of the primary school teacher and the characteristics of the pupil's personality. He can identify himself at least most often occurring problems of students when integrating into the class group and the school environment. The student understands to several conditions and the importance of his self-education as part of his professional development on a weak level. He knows at least one possibility of educational activities aimed at deepening, improving and developing professional competences provided by relevant professional institutions. He knows at least one the strategy of self-reflection and self-improvement in the teacher's pedagogical activity. Current legislative framework primary education in the Slovak Republic has major shortcomings. He is capable at least in a basic level to argue about alternative education. He knows at least one form of traditional and innovative means of communication and methods of cooperation with the family. For example, a student receives this assessment if he does not meet even the minimum requirements.

**Learning outcomes:**

Learning objectives:

Demonstrate pedagogical-psychological knowledge and competencies acquired during master's studies.

Learning outcomes:

Knowledge: Definitions of basic pedagogical terms, relationships between individual terms, education,

education, literacy, teaching, learning, curriculum, primary education, concepts of education, key competences, methods, organization, forms and means of education, diagnostics, pupil, teacher.....

Qualifications: The student can evaluate individual teaching methods and procedures, use support tools,

methods and procedures for various topics, and accept responsibility for one's own decisions.

**Class syllabus:**

A brief outline of the subject: The content of the state exam in the given subject represents a synthesis of the acquired knowledge knowledge of upbringing and education in the study program covering the core of the field of study.

1. Basic pedagogical terms: upbringing, education, literacy, teaching, learning. Didactics as a science and as a teacher's tool. Border pedagogical disciplines related to primary pedagogy.
2. The position of the primary level of education in the school system. General perception and basic the goals of primary education and its relation to other levels of education.
3. Educational areas and cross-cutting topics. Framework curriculum. Current theoretical model primary level as a comprehensive and consistent system.
4. Teaching concepts (transmissive, humanistic, constructivist, socio-constructivist...) and the position of the pupil and the teacher in them. Piaget's and Vygotsky's concept of a child's cognitive development in didactics.
5. Learning objectives, their meaning and categorization of objectives. Taxonomies of learning objectives. Creation learning tasks in primary education based on taxonomies. Didactic value of learning tasks (difficulty, variety, variety, ability to meet the set teaching goal). Key relationship

competences and educational goals. The issue of their connection.

6. The term teaching method, classification of teaching methods, teaching methods from the point of view of activity

pupil in teaching. Activating teaching methods, e.g. EUR method, brainstorming, project teaching and i. Alternative schools and their essence (e.g. ITV, Montessori...).

7. Teaching aids in primary education. Teaching aids and didactic technique. Function teaching aids in teaching. Multimedia teaching. Information and communication technology in primary school teaching.

8. Organizational forms of teaching from the point of view of the teaching environment, the arrangement of pupils in teaching and from the point of view

teaching management (group, differentiated teaching). A lesson as a basic lesson

organizational form of teaching. Organization of walks and excursions. Opinions on assigning homework.

Distance learning.

9. Diagnosing and evaluating the primary school pupil. Basic concepts (diagnosis, diagnosis, diagnosis). Diagnosis process. Descriptive-analytical and prescriptive-constructive diagnostics. Why what and how it is diagnosed (methods of diagnosis). Current trends in pupil assessment.

10. Primary school pupil. Characteristics of the pupil's personality. Internal and external factors of student education.

Learning styles of pupils. The pupil with special educational needs. Gifted students, student with with a medical handicap, and a student from a socially disadvantaged environment in teaching. A pupil of another

ethnicity and with a different mother tongue in teaching.

11. Primary school teacher. Personality and competence of the primary school teacher. Decision-making

in the pedagogical activity of the teacher and its peculiarities. Self-reflection and self-improvement in pedagogy

activities of the teacher. Causes of professional extinction and its prevention. Possibilities of further education

teachers.

12. Entry of the child to school. Readiness - ability - maturity of the child for school, learning the role of schoolboy. The relationship between primary and kindergarten. Components of school maturity

and their assessment. Postponement

school attendance.

13. Relationship between family and school. Building parent-teacher, parent-school relationships. The family as an educational factor.

Communication between family and primary school and forms of cooperation. Direct and indirect interventions

parents to work as a "schoolboy".

### **State exam syllabus:**

#### **Recommended literature:**

BELEŠOVÁ, M. 2018. Primárne vzdelávanie v teórii a v praxi. Bratislava: Univerzita Komenského.

KOLLÁRIKOVÁ, Z., PUPALA, B. et al. 2010. Predškolská a elementárna pedagogika. Praha: Portál.

KOŽUCHOVÁ, M. a kol. 2019. Kurikulum primárneho vzdelávania. Bratislava: Univerzita Komenského.

MAREŠ, J., KŘIVOHLAVÝ, J. 1995. Komunikace ve škole. Brno: MU.  
TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus.  
ZELINA, M. 2004. Teórie výchovy alebo hľadanie dobra. Bratislava: SPN.  
Štátny vzdelávací program pre 1. stupeň základnej školy v Slovenskej republike. ISCED1 – Primárne vzdelávanie. 2008. Bratislava: Štátny pedagogický ústav. Inovovaný vzdelávací program z roku 2014.

**Languages necessary to complete the course:**

Slovak language

**Last change:** 13.11.2022

**Approved by:** prof. PaedDr. Katarína Žilková, 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.KPEP/M-UPVšt401/16	<b>Course title:</b> Master`s thesis defence
<b>Number of credits:</b> 14	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The state examination for the defense of the diploma thesis, its conditions, and the procedural side is handled by Internal Regulation no. 1/2020 Study Regulations PdF UK, as well as Internal Regulation no. 5/2021 Study regulations of the UK. A student can take the state exam a) after obtaining at least such several credits that after obtaining the credits for successfully passing the last state exam, he reaches the necessary number of credits for the proper completion of the studies and b) after completing the mandatory subjects, mandatory optional subjects and optional subjects in the composition determined by the study program except for the state exam and c) no disciplinary proceedings are being conducted against him.</p> <p>The student receives 14 credits for the successful defense of the diploma thesis.</p> <p>Per VP 23/2021 Internal quality assurance system of the University of Education of the Charles University in Bratislava, the student is assessed in particular:</p> <ul style="list-style-type: none"> <li>- demonstration of the student's ability to integrate knowledge, manage complexity and formulate decisions in the face of incomplete or limited information, while including the social and ethical responsibility associated with the application of their knowledge and decisions;</li> <li>- proof that he can clearly and unambiguously communicate conclusions, their findings and justifications to both experts and lay addressees;</li> <li>- treatment of the selected topic at the level of a scientific study with a representative selection of professional literature, with appropriately chosen scientific procedures, hypotheses/research questions that can be verified. At the same time, the thesis must be of benefit in the field of Teaching and Pedagogical Sciences.</li> </ul> <p>The rating is given on a scale:</p> <p>A (100-91%, excellent - excellent results): the student excellently presents the theoretical knowledge of the chosen topic of the diploma thesis and can apply the theoretical knowledge creatively and originally to his research project;</p> <p>B (90-81%, very good - above average standard): the student presents the theoretical knowledge of the chosen thesis topic at a very good level and can creatively apply the theoretical knowledge at a very good level in his research project;</p> <p>C (80-73%, good – normal reliable work): the student presents the theoretical knowledge of the chosen thesis topic at an average level and can adequately apply the theoretical knowledge to his research project;</p> <p>D (72-66%, satisfactory - acceptable results): the student presents the theoretical knowledge of the chosen thesis topic at a satisfactory level and can adequately apply the theoretical knowledge to his research project;</p> <p>E (65-60%, sufficient – the results meet the minimum criteria): the student presents the theoretical knowledge of the chosen thesis topic at a low level and has deficiencies in applying theoretical knowledge to his research project;</p>	

Fx (59-0%, insufficient - further additional work is required): the student has significant deficiencies in the field of theoretical knowledge of the chosen thesis topic and/or in their application to their research project.

A student is evaluated with an Fx evaluation if he has met the evaluation requirements only at a level that does not reach 60% of the total highest possible level of meeting the requirements for passing the subject of the state exam - thesis defense. Likewise, the student is assessed with the Fx assessment if he submitted a diploma thesis in violation of paragraph 7 no. 56 of Internal Regulation UK No. 23/2021 or submitted a diploma thesis that does not substantially meet the requirements according to paragraph 1 letter d), paragraph 2 letter d) or paragraph 3 letter d) Art. 56 of Internal Regulation CU 23/2021 Internal system of quality assurance of the University of Education CU in Bratislava. Details and specifications of the requirements of the final thesis for the study program Teaching for Primary Education will be specified in the Description of the study program.

**Learning outcomes:**

Educational goals and outcomes: The educational outcome is following the long-term aim of the University of Applied Sciences/PdF, the mission and strategic objectives of the University of Applied Sciences/PdF, per the description of the field of study, following the NKR/SKR/DD, following the profile of the graduate, per goals and outcomes of education in individual subjects of the study plan of the study program Teaching for Primary Education and other related documents. When designing the thesis, the student can process the chosen topic at the level of a scientific study with a representative selection of professional literature, with appropriately chosen scientific procedures and hypotheses/research questions that can be verified. The diploma thesis is an asset in the relevant field of study, Teaching, and Pedagogical Sciences

**Class syllabus:**

A brief outline of the subject: subject content The thesis defense contributes to the goals and outcomes of education (graduate profile) with the following topics:

The benefit of the final work. The benefit of the final thesis for the field of study Teaching and Pedagogical Sciences depends on its nature and degree of study. When evaluating the diploma thesis, it is taken into account whether the student adequately processes the chosen topic at the level of a scientific study with a representative selection of professional literature, whether the chosen scientific procedures are adequate and appropriate, and whether the student adequately works with hypotheses that can be verified. The diploma thesis should be a clear contribution in the relevant field of study in which the student completed the study program.

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

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

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

The scope of the final work. Respecting the recommended scope of the final thesis. The recommended scope of the thesis is usually 50 to 70 standard pages, 90,000 to 126,000 characters including spaces, the appropriateness of the scope of the thesis is assessed by its supervisor.

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

Defense of the final thesis. The method and form of defending the final thesis, the student's ability to respond adequately to comments and questions in the supervisor's and opponent's assessments.
<b>State exam syllabus:</b>
<b>Recommended literature:</b> Domestic and foreign professional literature according to the focus of the thesis topic
<b>Languages necessary to complete the course:</b> Slovak language
<b>Last change:</b> 13.11.2022
<b>Approved by:</b> prof. PaedDr. Katarína Žilková, PhD.