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**Dissertation topics in the Doctoral Programme of the School of Education for the academic year 2024/2025**

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| Theme leader | Theme |
| **prof. Dr. Ambrus Attila Józsefné Katalin Kéri, DSc.,**  JSU FoE Department of Pre-school and Elementary Education  [kerik@ujs.sk](mailto:kerik@ujs.sk) | **Education of girls and women in the 18th-19th centuries**  In recent years, the study of the history of girls’ education and the literacy of women around the world has brought many new insights. There are still many source materials and topics to explore: the basis of research on the topic is the elaboration of printed and archival (partially digitized) sources from the two centuries mentioned in the title, using qualitative methods (e.g. historical analysis of sources, content analysis, image research), as well as research and evaluation of European, Slovak and Hungarian literature. Diachronic research into the history of girls’ education and women’s literacy and exploration using a comparative approach will help to develop a comprehensive understanding of this topic.  **Keywords:** history of education; qualitative research methodology; diachronic approach; comparative studies; women’s education |
| **Dr. habil. PaedDr. Kinga Horváth, PhD.**  JSU FoE Department of Pre-school and Elementary Education  [horvathk@ujs.sk](mailto:horvathk@ujs.sk) | **Examining the attitude towards students with special educational needs among Hungarian teachers in Slovakia** The efficiency and effectiveness of the education of students with special needs is closely related to the attitude of teachers, the quality of social relations and the classroom climate. Attitude of teachers: The attitude of teachers is of fundamental importance in the education of students with special needs. With a positive and supportive attitude, teachers are more likely to effectively help students overcome obstacles and progress. Understanding, empathy, and patience are key to promoting student success. Social relationships: Positive social relationships, both student-teacher and student-student, contribute to students' emotional well-being and motivation. Educators have an important role to play in creating and supporting these relationships in the classroom. An atmosphere of trust and acceptance allows students to participate more openly in the educational process and ask for help when they need it. Classroom climate: The classroom climate, i.e. the atmosphere and mood of the classroom, significantly affects the quality of learning and achievement. In the case of a positive classroom climate, students feel more comfortable, which contributes to improving the learning environment and strengthening cooperation between students. Achievement: Achievement is the ultimate goal of educating students with special needs. A positive pedagogical attitude, established social relationships and a supportive class climate all contribute to success. In classrooms where these factors are strong, students are more likely to achieve learning goals and improve.  **Keywords:** attitudes of pupils with special educational needs, teachers towards pupils with SEN, acceptance |
| **prof. Dr. habil. Krisztián Józsa, DSc.**  JSU FoE Department of Pre-school and Elementary Education  [jozsak@ujs.sk](mailto:jozsak@ujs.sk) | **1. The development and improvement of combinatorial reasoning in preschool ages**  Thinking skills can develop significantly in preschool ages. Development can be supported by diagnostic assessment and related improvement programs. In this doctoral topic, empirical studies should be carried out focusing on the development of combinatorial reasoning in preschool ages. The candidate should create and pilot a skill improvement program which is connected to the combinatorial reasoning of preschool children.  **Keywords:** combinatorial reasoning, diagnostic assessment, skill improvement program, preschool age  **2. Systemic measurement in Slovakia: situation, challenges and opportunities**  The aim of this dissertation is to analyse the results of systemic assessments in Slovakia and to review the possibilities for the renewal of mathematics teaching in grades 1-9. The analysis will include a detailed presentation of the results of the recent PISA and Monitor assessments. A second analysis of the available databases should be carried out. International comparisons should be made between the mathematics achievement of Hungarian and Slovak Slovak pupils in Slovakia. Review the curricular aspects of the subject, the factors influencing the effectiveness of mathematics education. This should be used as a starting point to describe the methods and tools for renewing education, e.g. cooperative learning, project method, problem-based learning, digital learning environment, differentiation, catching-up and talent management.  **Keywords:** systemic measurement, PISA measurement, Monitor measurement, teaching and learning. |
| **Dr. habil., PaedDr. Melinda Nagy, PhD.**  JSU FoE Department of Biology  [nagym@ujs.sk](mailto:nagym@ujs.sk) | **Teaching process and daily routine of pupils in primary education from the point of view of neuropedagogical knowledge**  The aim of this dissertation is to investigate the teaching process from the point of view of new neuropedagogical knowledge and findings from chronobiology. The different methods and forms used by teachers in primary education lessons will be investigated and compared. The principles used in setting up the pupils' daily routine will also be examined. The research will be carried out in the field in a selected primary school in Slovakia which has lower grades. The methods and forms used will be evaluated in terms of the involvement of sensors, emotionality, movement, acceptance of children's biological needs, and other principles of neuropedagogy, neurodidactics and chronobiology. Results will be evaluated using statistical methods, with an emphasis on uncovering correlations and other associations within the sample.  **Keywords:** teaching process, neuropedagogy, teaching methods and forms, daily routine |
| **prof. Dr. Béla István Pukánszky, DSc. SJE**  JSU FoE Department of Education  [pukanszkyb@ujs.sk](mailto:pukanszkyb@ujs.sk) | **History of disability, history of special education**  a.) Historical study of segregated special education institutions in Slovakia and/or Hungary of a given period. b.) History of the efforts towards inclusion in Slovakia and/or Hungary. c.) Comparative-historical analysis and reconstruction of the social image of disabled people based on primary and secondary sources.  **Keywords:** institutional history, history of disability |
| **prof. Dr. András Németh, DSc.**  JSU FoE Department of Pre-school and Elementary Education  [nemetha@ujs.sk](mailto:nemetha@ujs.sk) | **History and present of specific reform pedagogical and alternative pedagogical trends. The manifestation of these trends in the practice of school pedagogies. Comparative analysis**  The research underpinning this dissertation begins by placing classical reform pedagogical and more recent alternative pedagogical trends in the context of pedagogical history. In the light of recent research, the interpretative framework for classical reform pedagogical trends is the international 'life reform movement'. A correct theoretical grounding of the dissertation requires a thorough knowledge of this. The candidate should be able to consult the relevant literature in German and/or English with a good command of the language. The practical part of the research will focus on a comparative study of schools following current reform and/or alternative pedagogical trends in their practice. The comparative study of specific school pedagogies will include an analytical presentation and evaluation of the child's image, pedagogical goals and methods.  **Keywords:** reform pedagogy, alternative pedagogy, life reform movement, pedagogical innovation. |
| **prof. Dr. Péter Tóth, PhD.,**  JSU FoE Department of Education  [tothp@ujs.sk](mailto:tothp@ujs.sk) | **1. Learning strategies, learning styles and self-regulated learning**  In the field of learning, we have different development and different characteristics. To express the former, learning ability and learning competence, while for the latter, learning style and learning strategy are the most frequently used terms in educational science.  The learning style, strategy or method does not “scale” the learning characteristics and peculiarities of individuals, but rather typifies them. It sets up groups based on different aspects, such as individual knowledge acquisition characteristics, and classifies students into one or another cluster based on these. These groups have studying indicators that define the learning characteristics of the student belonging to them. Through this, both the individual, e g. the given student, and the pedagogue who teaches him can get useful information. Knowing your learning style and preferred learning strategies greatly contributes to self-regulation of learning.  The aim of the research is (1) to carry out a comprehensive literature review on the theories of learning strategies and learning styles and their relationship with self-regulated learning, (2) to select and adapt suitable measuring instruments for the examination of primary or secondary school students / university students in this direction, (3) to establish a model through the tests, which describes the relationship between learning strategies, learning styles and self-regulated learning, (4) formulating methodological recommendations for teachers and students as well.  **Keywords:** learning strategy, learning style, metacognition, self-regulated learning  **2. Development of reading comprehension competence in minority education**  The reading comprehension ability of generation z and alpha youth, as confirmed by the PISA surveys, falls significantly short of expectations. The reason behind this is that they only read fewer and shorter texts. And the impact of being a minority on the formation and development of reading comprehension entails additional problems.  The context of the research is provided by the minority and majority education dimension. Background factors such as family background (using family history), the impact of school diversity, the role of the native language, cultural variables, etc., which may affect the development of reading comprehension, should be examined.  The research seeks to answer the question of (1) how the teaching of the majority/state language affects the teaching of the minority Hungarian language, (2) what factors influence the development of reading comprehension of Hungarian minority students in the Carpathian Basin, (3) how and to what extent the development of reading comprehension appears in the lower grade curriculum of Hungarian language schools in a region across the border, (4) within the framework of which subjects and how reading comprehension competence can be developed.  **Keywords:** reading comprehension competence, minority education, reading habits, development of reading comprehension, methodology |
| **PaedDr. Diana Borbélyová, PhD.**  JSU FoE Department of Pre-school and Elementary Education  [borbelyovad@ujs.sk](mailto:borbelyovad@ujs.sk) | 1. **Diagnostic Possibilities and Limitations of Children’s School Readiness in Pre-school**  An essential prerequisite for effective early childhood education is to be aware of the child’s development and needs and to monitor their progress. This requires the teacher to use various diagnostic methods and tools. Getting to know the individual is essential at life stages, which are particularly significant for pedagogical diagnosis. For instance, the transition from nursery school to school is an important milestone in a child’s life. As this period has a subsequent impact on the child’s success at school and significantly affects the child’s relationship with the school, pre-school teachers use the last year of pre-primary education to target the child’s readiness for primary education. The theoretical part of the work aims to explore and analyse the possibilities and limitations of diagnosing school readiness in pre-schools, with a special focus on Hungarian-language pre-schools in Slovakia. The aim of the empirical part is to enrich the set of diagnostic tools that can be used effectively in the educational process. Therefore, in addition to mapping children’s readiness for school, the research objective of this work is to adapt an internationally standardised diagnostic assessment tool for children attending Hungarian-language pre-schools in Slovakia.  **Keywords**: school readiness, educational diagnostics, pre-school, diagnostic assessment tools, measuring school readiness.  2. **The importance of early diagnosis and intervention for students diagnosed with dyslexia**  Dyslexia is a specific reading disorder, a developmental deviation that is manifested in the failure to learn to read despite normal intelligence and adequate sensory abilities. It is characterized by the fact that the basic skills needed to acquire and cultivate reading are significantly different from the average, thus children with dyslexia develop atypically and their school performance does not meet the generally required expectations. Early and correct diagnosis of dyslexia is an integral part of the education process, which further helps to develop pupils' reading ability. Recognizing and diagnosing the characteristics of this disorder in time are essential for improvement. In the context of the modern systemic approach to dyslexia, the work presents the possibilities of intervention and develops a diagnostic research tool for dyslexia for both measuring and standardizing.  **Keywords**: dyslexia, diagnosis, intervention. |
| **doc. dr. univ. Agáta Csehiová, PhD.**  JSU FoE Department of Pre-school and Elementary Education  [csehiovav@ujs.sk](mailto:csehiovav@ujs.sk) | **Analysis and comparison of music education textbooks in Hungarian-language primary schools in Slovakia and at the elementary-level music education in Hungary**  The aim of the dissertation is to survey and characterize the textbooks and teaching tools that are used at the elementary level of Hungarian-language primary schools in Slovakia and music education in Hungary. In more detail, the purpose of the research is to analyze these and compare them based on their structure, content, functions, with special attention to the possibilities of applying creative educational tasks and activities. The analytical viewpoints of the examination of differences and parallels are: 1. the education policy of music education at the elementary level in the two countries. 2. the aspect of the concept and principles of textbooks and teaching tools for the development of musical competencies.  **Keywords:** textbooks, teaching materials, education, music, analysis, comparison |
| **Dr. habil. PaedDr. György Juhász, PhD.**  JSU FoE Department of Chemistry  [juhaszg@ujs.sk](mailto:juhaszg@ujs.sk) | **1. Analysis of teaching methods of the topics from the field of education Human and nature on the primary education level.**  As part of the dissertation, we will focus on the State Educational Program for the first grade of elementary schools, within which we will focus on educational thematic topics related to human interaction with nature. As part of the research activity, we will focus on the introduction of new innovative methods of teaching natural science topics in primary education. Subsequently, in relation to the State Educational Program, we will explore the possibilities of using these innovative methods within the available forms of teaching in the field of education Human and Nature.  **Keywords:** State Educational Program, educational areas, natural science, teaching methods and forms, new innovative teaching methods  **2. Analysis of the situation of the network of secondary schools with Hungarian teaching language in Slovakia and the possibilities of its development.**  As part of the dissertation, we will analyze the current system of secondary schools in Slovakia, within which we will focus more closely on secondary schools with Hungarian teaching language. We will do research on the legislative background, the forms of financing and the scope of state authorities in the sphere of pedagogical management, ensuring the quality of education and ensuring the material and technical background in the management of secondary schools. In the research, we will include a survey among the founders, teachers and students of secondary schools about their view of the current state and possibilities for the development of secondary schools. We will also focus on the parents of students in the final years of primary school, about their view of the possibilities of their child's further studies in the mother tongue at secondary school in Slovakia.  **Keywords:** State Educational Program, a system of secondary schools in Slovakia, education in the mother tongue, ensuring the quality of education, possibilities of developing a network of secondary schools with Hungarian teaching language. |
| **Dr. phil. Mgr. Attila Mészáros**  JSU FoE Department of German Language and Literature  [meszarosa@ujs.sk](mailto:meszarosa@ujs.sk) |  |
| **Mgr. Katarína Szarka, PhD.**  JSU FoE Department of Chemistry  [szarkak@ujs.sk](mailto:szarkak@ujs.sk) | **1. Exploration of children's ideas of a selected natural science phenomenon and mapping of their naive ideas**  In his dissertation, the doctoral student provides a theoretical overview of children's naive ideas, alternative conceptions, misconceptions and p-primes, and characterizes the children´s cognitive features of the given age category. Empirical research will be focused on the analysis of children's explanations regarding the selected natural science phenomenon and the mapping of naive ideas.  **Keywords:** children's naive ideas, alternative concepts, misconceptions, science education, natural science  **2. Investigation of teachers' attitudes regarding the use of formative assessment**  **Annotation:**  The doctoral dissertation focuses on the theoretical analysis of the pedagogical aspects of sustainable classroom assessment and developmental formative assessment, which form the basis of the empirical part of the thesis. The empirical research focuses on investigating teachers' attitudes towards formative assessments and their application in teachers' pedagogical practice.  **Keywords:** sustainable pedagogy, sustainable assessment, formative assessment |
| **doc. Péter Nagy, PhD.**  JSU FoE Department of Hungarian Language and Literature  [nagyp@ujs.sk](mailto:nagyp@ujs.sk) | **Applying an integrative approach in education**  The essence of the educational reform currently underway in Slovakia takes shape in an integrative approach that prioritises interconnectedness. In this context, the main question now is how curriculum reform can be applied to the second cycle of primary school. Nowadays, it is increasingly evident that the study of complex phenomena requires the combination and joint application of the approach of natural, social and human sciences. This perspective has also emerged in education around the world and initiated a reform that enables the reorganisation of the curriculum (cf. art/science), making cross-curricular links more dynamic, the mediation of diverse connections between data and a transformation of how different subject centres are linked. Based on a realistic assessment of the situation in education, the doctoral thesis shows what concrete implications the spread of integrative approach can have on educational processes. It illustrates the theoretical aspects of this context by providing concrete examples, emphasising how an integrative approach can be used to teach, for example, about climate change or megatrends in society. (The research could, where appropriate, draw on concrete school experiences, as integrative thinking suggests that the success or failure of participants in the educational process depends on the interactions between community members, from the theoretical assumptions of the teacher to the materials used as a medium to who sits next to the child in the classroom.)  **Keywords**: integrative approach, networks, relational systems, critical thinking, contextual analysis, curriculum design, media, educational reform |
| **doc. PaedDr. Andrea Puskás, PhD.**  JSU FoE Department of English Language and Literature  [puskasa@ujs.sk](mailto:puskasa@ujs.sk) | **Drama Techniques in Teaching English as a Foreign Language**  The aim of the dissertation is to examine the application possibilities of drama techniques in teaching English as a foreign language. The research seeks to answer the following questions: (1) what role(s) do drama techniques and movement-oriented foreign language teaching methods (e.g. TPR) play in the current practice of foreign language education in Slovakia, (2) what kind of EFL teacher attitudes toward drama techniques prevail, (3) what role does drama pedagogy play in foreign language education in the development of the most basic language skills and (4) to what extent do drama techniques help the development of speaking skills and the enhancement of creativity and cooperation in the English as a foreign language classroom in the case of the selected target group. In addition, the aim of the research is to develop, compile and validate an effective methodological toolkit and good practice that authentically presents the application possibilities of drama techniques within the framework of teaching English as a foreign language.  **Keywords:** drama techniques, speaking skills, creativity, cooperation, English as a foreign language |
| **doc. PaedDr. Patrik Šenkár, PhD.**  JSU FoE Department of Slovak Language and Literature  [senkarp@ujs.sk](mailto:senkarp@ujs.sk) | **1. Pedagogical aspects of mentoring and their applicability for the teacher and pupil in Slovak language and Slovak literature lessons in contemporary elementary schools with Hungarian as the language of instruction in Slovakia**  Mentoring is supporting, motivating, finding professional and personal strengths, i.e. a process that is especially important and beneficial in the current schools. A mentor is a teacher's partner, a kind of guide, ideally a teacher himself. Mentoring can take different forms in schools: it can be a relationship where an external mentor accompanies the teacher, the teacher another teacher or the teacher student (pupil). The dissertation – on a general level – follows all these forms of mentoring. It is based on the identification of the role of a mentor, who actually passes on his/her professional experience and a kind of know-how that he/she acquired through practice. It specifies general and individual situations, circumstances, approaches that – in the optimal case – bring the expected effect within the framework of the outlined processes. This deepens the knowledges of all interested parties; their strengths and weaknesses are recognized. The dissertation focuses its attention (after a general reconnaissance of the field of mentoring) on ​​the time-space of the current elementary school with Hungarian as the language of instruction in Slovakia. Within the subject the Slovak language and Slovak literature concretizes the "infiltration" of mentoring into everyday practice. It is useful to understand exactly what the role of a mentor and guide is in a given (specific) educational process. An important goal of the dissertation is to enable the accompanied person/teacher/pupil to discover their possibilities, personal resources, to examine things from different points of view in specific lessons. Especially for the reason that there are more and more elementary schools in Slovakia which realize that mentoring is a driving force that makes it possible to create a more pleasant surroundings in these institutions and achieve better results with teachers and pupils. After all, various concretizations of this mentioned activity of the mentor and the mentee are the results of the practical part of the dissertation  **Keywords:**pedagogy, mentoring, minorital education, analysis, Slovak language and Slovak literature lesson  **2.** **Interpretive-didactic analysis of the children's literature of the Lowland Slovaks and its pedagogical use in current elementary schools in Slovakia**  The dissertation points to the diachronic and synchronic literary development of the Slovak minority in the Lowland, i.e. in Hungary, Romania, Serbia. At the center of its interest are age-appropriate poetry and prose works addressed to children. These intentional texts are analyzed in total and partial, respectively both a general and a specific interpretive approach; while in the background of various pedagogical aspects and methods; multi-spectral specific didactic approaches are appropriately applied into individual prototexts. The aspect of interest is specified for the time-space of the current elementary school. The main content of the dissertation is thus a combination of literary interpretation, pedagogical analysis and didactics of teaching Slovak in current elementary schools in Slovakia.  **Keywords:** children's literature, Lowland, interpretation, didactic analysis, pedagogical use |