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**Dissertation topics in the Doctoral Programme of the School of Education for the academic year 2025/2026**

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| Theme leader | Theme |
| **prof. Dr. Ambrus Attila Józsefné Katalin**  Kéri, DSc.,  JSU TKK 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 TKK Department of Pre-school and Elementary Education  [horvathk@ujs.sk](mailto:horvathk@ujs.sk) | **Social integration and acceptance in the classroom**  The aim of this dissertation is to investigate the social inclusion of students with special needs and classroom attitudes in the context of inclusive education. The dissertation investigates the social integration of students with special needs in the classroom community, the factors influencing their social acceptance, and seeks to find the relationship between classroom community attitudes, the social situation of students with special needs, teacher perceptions and student achievement.  **Keywords:** students with special needs, peer relationships, classroom community, student achievement, teacher attitudes |
| **prof. Dr. habil. Krisztián Józsa, PhD.**  JSU TKK Department of Pre-school and Elementary Education  [jozsak@ujs.sk](mailto:jozsak@ujs.sk) |  |
| **Dr. habil., PaedDr. Melinda Nagy, PhD.**  JSU TKK Department of Biology  [nagym@ujs.sk](mailto:nagym@ujs.sk) | **Teaching Process and Daily Routine of Pupils in Primary Education from the Perspective of Neuropedagogy**  The aim of this dissertation is to analyze the teaching process in primary education from the perspective of the latest findings in neuropedagogy, taking into account insights from chronobiology. The research will focus on teaching methods and forms used by teachers in primary education, as well as the principles applied in structuring pupils' daily routines. The empirical part of the research will be conducted at a selected primary school. The examined teaching methods and forms will be evaluated based on sensory stimulation, emotional engagement, physical activity, respect for children's biological needs, and other key principles of neuropedagogy, neurodidactics, and chronobiology. The results will be analyzed using statistical methods, with an emphasis on identifying correlations and other significant relationships within the sample.  **Keywords:** teaching process, neuropedagogy, teaching methods and forms, daily routine |
| **prof. Dr. Béla István Pukánszky, DSc. SJE**  JSU TKK Department of Education  [pukanszkyb@ujs.sk](mailto:pukanszkyb@ujs.sk) |  |
| **prof. Dr. András Németh, DSc.**  JSU TKK Department of Pre-school and Elementary Education  [nemetha@ujs.sk](mailto:nemetha@ujs.sk) |  |
| **prof. Dr. Péter Tóth, PhD.,**  JSU TKK Department of Education  [tothp@ujs.sk](mailto:tothp@ujs.sk) | **1. Learning strategies, learning styles and self-regulated learning**  *Keywords*: learning strategy, learning style, metacognition, self-regulated learning  *Annotation*: 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.  **2. Development of reading comprehension competence in minority education**  *Keywords*: reading comprehension competence, minority education, reading habits, development of reading comprehension, methodology  *Annotation*: 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. |
| **PaedDr. Diana Borbélyová, PhD.**  JSU TKK Department of Pre-school and Elementary Education  [borbelyovad@ujs.sk](mailto:borbelyovad@ujs.sk) | 1. **Possibilities of developing resilience in the prevention of integration problems among first-year students**  One of the professional challenges for teachers working in the first year of primary school is maintaining and nurturing students’ mental health and applying prevention strategies. The transition from pre-school to school is a significant period in a child’s life in terms of their mental health. During the school adjustment period, professionals attach great importance to the development of coping skills and resilience as the child faces challenges after starting school, which, if not addressed properly, can cause anxiety or lead to failure. Resilience is the ability to cope flexibly with obstacles in order to achieve success despite prolonged and repeatedly challenging life events. The aim of this work is to explore and analyse the relationship between resilience, preferred coping strategies, and school adjustment. It also aims to develop a programme to increase students’ resilience and then implement it in the framework of a pedagogical experiment.  ***Keywords***: resilience, transition from pre-school to school, school adjustment, adjustment problems, pedagogical experiment.  2. **The relationship between resilience and school performance among primary school students**  In school, professionals attach great importance to the ability to cope with difficulties, as students face challenges that, if not handled properly, can cause them anxiety or lead to failure. Resilience is the ability to cope flexibly with obstacles in order to achieve success despite prolonged and repeatedly challenging life events. Mental resilience promotes successful adaptation, mitigates the negative effects of stress and enables adaptive coping with change. The aim of the work is to analyse the relationship between resilience and school performance based on international and national resilience theories and to develop or adapt a suitable tool for assessing resilience.  ***Keywords***: resilience, primary school, school performance. |
| **doc. dr. univ. Agáta Csehiová, PhD.**  JSU TKK Department of Pre-school and Elementary Education  [csehiovav@ujs.sk](mailto:csehiovav@ujs.sk) | **Folk traditions, folk customs, folk music and their place and role in the public education of the Hungarian minority in Slovakia in the 21st century**  **Annotation:** The aim of the dissertation is to map and process the folk traditions and folk customs that form the values of Hungarian folk and musical culture in Slovakia. Examine them by conceptual mapping, conceptually and content-wise using qualitative methods and also on the basis of relevant domestic and international literature. In turn, examine their place and role in the context of the National Curriculum. In the empirical part, the cultural values under study, as well as their use, are mapped in the Hungarian national education system in Slovakia at different levels of education and in programmes. (Aj) Based on the results, the intention is to present good examples of good practice that positively influence the cultivation of folk traditions and the preservation of our cultural values in the Hungarian national education system in Slovakia in the 21st century.  **Keywords:** folklore, folk tradition, folk music, holidays, public education, curriculum, education |
| **Dr. habil. PaedDr. György Juhász, PhD.**  JSU TKK 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.  **Key words:** 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.  **Key words:** 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. habil. Attila Mészáros**  JSU TKK Department of German Language and Literature  [meszarosa@ujs.sk](mailto:meszarosa@ujs.sk) | **1. Attitude survey on the use of artificial intelligence among university students**  The aim of this research is to investigate the attitudes of university students towards the use of artificial intelligence (AI), with a particular focus on its application in teaching and learning. It will analyse the extent to which students use AI-based tools, for what purposes, and what benefits and challenges they perceive. The study will address students' ethical, technological and pedagogical considerations of AI, and the role of academics in integrating technology. The research will use qualitative and quantitative methods to measure acceptance of AI, levels of trust and user behaviour. It compares attitudes of students from different disciplines and explores the factors influencing the use of AI. The results can contribute to the digitisation of university education, to a better integration of AI-based tools and to the development of educational strategies. The research can help policy makers, educators and students to use AI in higher education more consciously and effectively.  **Keywords:** artificial intelligence, university students, attitudinal research, digitalisation of education, AI-based tools, technological acceptance, higher education.  **2. Developing ICT competences in teacher education at national and international level. Comparative curriculum analysis**  The aim of this research is to conduct a comparative analysis of ICT competence development in teacher education programmes at home and abroad. It examines the role of digital technologies in teacher education and the methodological approaches to support the use of ICT. Through an analysis of curricula, it will explore the educational policies of different countries, differences and similarities in training content. It will address the ratio between theoretical and practical training and strategies for measuring and developing ICT competences. The results of the research can contribute to the modernisation of teacher education and the integration of international good practice. It will pay particular attention to the impact of ICT competences on the teaching-learning process and the development of digital pedagogy. The study also covers the attitudes of teachers and students that influence the integration of ICT tools in the classroom.  **Keywords:** ICT competences, teacher education, curriculum analysis, digital pedagogy, educational technology, curriculum comparison, international good practices, innovation  **3. Teaching foreign languages in traditional and Waldorf teacher education. Comparative curriculum analysis**  The aim of this research is to carry out a comparative analysis of foreign language teaching in traditional and Waldorf teacher education. It examines the pedagogical and didactical principles on which the two models of training are based and how these influence the methodology of language teaching. It pays particular attention to the curricula used, the role of the teacher, language teaching strategies and assessment methods. It analyses the impact of the holistic approach of Waldorf pedagogy on the language learning process and the innovations that traditional teacher training integrates into language teaching. It explores the differences and common elements in foreign language teaching and their impact on learners' language development. It can contribute to modernising language teacher education and promoting dialogue between different pedagogical models. The results could help to improve the effectiveness of language teaching and to develop teacher training programmes.  **Keywords:** foreign language teaching, Waldorf pedagogy, traditional teacher education, curriculum analysis, language pedagogy, alternative education, teaching methods, language acquisition. |
| **Mgr. Katarína Szarka, PhD.**  JSU TKK Department of Chemistry  [szarkak@ujs.sk](mailto:szarkak@ujs.sk) | **1. Naive ideas as sources of prior knowledge**  **Annotation:**  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 TKK Department of Hungarian Language and Literature  [nagyp@ujs.sk](mailto:nagyp@ujs.sk) | **The Impact of Popular Culture on the Identity of Pre-School and School-Age Children**  One of the most vital characteristics of popular culture is that it surrounds us and inevitably impacts everyone. As numerous popular culture researchers have noted in recent years, it is nearly impossible to find individuals today who remain untouched by mass culture. As the potential of mass media is tied to the essence of popular culture, substantial research is being conducted globally on how various media and their content are manifested in everyday life. Drawing from research on everyday life and participatory culture, a doctoral thesis can be elaborated to explore preschool and primary school children's relationship with popular culture and the array of experiences provided by mass media. Besides the theoretical exploration of this phenomenon, the paper will provide concrete examples of the relationship between environment and identity, strongly emphasising the influence of popular culture on children's sense of identity and self-image. This is all grounded in practical research developed and conducted independently that extends beyond kindergartens and primary schools to examine children's family backgrounds from a cultural perspective.  **Keywords:** popular culture, mass communication, media content, identity, children's culture |
| **doc. PaedDr. Andrea Puskás, PhD.**  JSU TKK Department of English Language and Literature  [puskasa@ujs.sk](mailto:puskasa@ujs.sk) | **Improving Learner Autonomy Inside and Outside the English as a Foreign Language Classroom**  Learner autonomy, self-regulated learning and developing life-long learning skills have been the centre of attention for the past decades and have been central to contemporary debates on how to make learning foreign languages more successful by promoting ways of learning and grabbing learning opportunities outside the language classroom. The main aim of the dissertation is to examine the link between learner autonomy, learner beliefs and motivation and their role in efficient foreign language learning. The author of the dissertation will examine the theoretical framework of self-regulated learning, will investigate effective ways of improving learner autonomy, the role of authentic materials and learning resources and will provide a list of validated tools and concrete ideas on improving learner autonomy for a selected target group within the framework of teaching English as a foreign language. Both teachers’ and learners’ perceptions, attitudes as well as their roles in the enhancement of learner autonomy will be examined.  **Keywords:** learner autonomy, self-regulated learning, life-long learning, learner beliefs, motivation, learning English as a foreign language |
| **doc. PaedDr. Patrik Šenkár, PhD.**  JSU TKK Department of Slovak Language and Literature  [senkarp@ujs.sk](mailto:senkarp@ujs.sk) | **1. Pedagogical-didactic aspects of extracurricular activities with children and youth**  An extracurricular activity is an activity with students of primary or secondary schools that takes place outside the school buildings and grounds (excursion, trip, library visit, outdoor school in nature, ski training, cultural event, educational concert, participation in a competition, performance or student presentation etc.). Extracurricular activities include, for example, preparing students for various competitions, organizing specific activities for them, implementing projects, club activities etc. These activities are an important part of the upbringing and education of children and youth (also) in the 21st century, because they support the acquisition and consolidation of other necessary knowledge, skills and habits. The dissertation is devoted to various (selected) forms of extracurricular activities on a theoretical and practical (model) basis; it is based on valid national legislative guidelines and through regional (valid for a specific – selected – model school) specifics leads to a pedagogical-didactic analysis, conclusions and recommendations for the mentioned forms of these activities from the point of view of the teacher and the student.  **Keywords:** pedagogy, education, children and youth, extracurricular activity, didactic aspect  **2.** **Mentoring in the professional development of a pedagogical employee in the educational field Language and communication**  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 school in Slovakia. Within the educational field of ​​Language and Communication, it specifies 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, education field Language and Communication |