

Univerzita Pavla Jozefa Šafárika v Košiciach  
Filozofická fakulta  
Katedra pedagogiky  
Katedra pedagogickej psychológie a psychológie zdravia



## Výchova a vzdelávanie 2014: Kontexty vzdelávania a výchovy v súčasnej perspektíve

Zborník abstraktov z medzinárodnej vedeckej konferencie  
5. - 6. február 2014



Košice 2014

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Univerzita Pavla Jozefa Šafárika v Košiciach

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## Úvodom o zameraní a cieľoch konferencie

Medzinárodná vedecká konferencia bola zameraná na problematiku vzdelávania a výchovy v oblasti základného, stredného a vysokého školstva. Zreteľ kládla na súčasný stav a perspektívy edukačnej praxe, aktuálne aspekty pregraduálnej prípravy učiteľov, psychológiu zdravia v edukačnej praxi, ako aj pedagogické a psychologické aspekty výchovy v základných výchovných inštitúciách z pohľadu širokej pedagogickej verejnosti. Bola určená vedeckým pracovníkom, mladým vysokoškolským učiteľom, doktorandom, ako aj odborným a pedagogickým pracovníkom, s cieľom prezentovať trendy v edukácii a vyvolať diskusiu k aktuálnym otázkam prezentovaných oblastí výchovy a vzdelávania.

### Ciele konferencie:

- prezentovať inovácie v edukačnej praxi; analyzovať stav a problémy prepájania teórie a praxe výchovy a vzdelávania vo vzťahu k moderným vyučovacím koncepciám,
- prezentovať aktuálne trendy v pregraduálnej príprave učiteľov,
- prezentovať aktuálne problémy súvisiace so zdravím, kvalitou života, zvládaním náročných životných situácií v prostredí škôl a školských zariadení,
- prezentovať výsledky empirických výskumov z oblasti pedagogiky a psychológie v prostredí rodiny, školy a mimoškolských výchovných inštitúcií

### Tematické okruhy konferencie:

#### A. Inovácie v edukačnej praxi

Moderná škola kladie požiadavky na výchovu a vzdelávanie v edukačnom procese. Zároveň požaduje systematické prepájanie rovín teórie a praxe. V súčasnosti sa preferuje zavádzanie nových, inovačných a alternatívnych spôsobov učenia a vyučovacích koncepcií. Aké sú aktuálne trendy? Zlepšujú efektivitu vzdelávania a výchovy? Sú v tomto smere revolučné zmeny v edukačnom procese nevyhnutné? Aký dopad majú na učiteľa a žiaka? Aká je úspešnosť v ich zavádzaní do pedagogickej praxe

#### B. Aktuálne aspekty pregraduálnej prípravy učiteľov

Požiadavky na modernú školu prinášajú v súčasnosti nové podnety a impulzy aj do pregraduálnej učiteľskej prípravy. V súvislosti s reformou slovenského školstva sa v tomto smere venuje pozornosť najmä kurikulárnej transformácii a kvalite učiteľa. Aké sú možnosti skvalitnenia prípravy budúcich učiteľov? Kde sú najväčšie nedostatky v ich príprave? Čo

najviac ovplyvňuje ich adaptáciu na pedagogickú prax? Sú podstatným východiskom moderné vyučovacie metódy, formy a prostriedky vo vysokoškolskej edukácii?

### **C. Psychológia zdravia v školskej praxi**

Zdravie, kvalita života, psychická pohoda (well-being), rizikové a protektívne faktory správania súvisiaceho so zdravím, sociálna opora, zvládanie náročných životných situácií z pohľadu žiakov, v práci riaditeľov, učiteľov, výchovných poradcov, koordinátorov pre prevenciu, školských psychológov sú okruhy otázok, týkajúcich sa oblasti psychológie zdravia v školskej praxi.

### **D. Pedagogické a psychologické aspekty školy a rodiny**

Výchova, ako neoddeliteľná súčasť formovania osobnosti človeka, vstupuje takmer do každej oblasti života človeka. Výchovné pôsobenie nezabezpečuje iba škola, ale predovšetkým rodina. Aké sú súčasné trendy? Ako sa mení chápanie výchovy pod vplyvom meniacich sa podmienok v spoločnosti, v rodine či v škole? A aký má na to pohľad psychológia? Čomu sa venujú aktuálne empirické výskumy? Ktoré výchovné problémy sa v súčasnej dobe dostávajú do popredia a vyžadujú nové spôsoby riešenia?

## Abstrakty

Príspevky sú rozdelené podľa tematických okruhov konferencie a zoradené podľa priezviska autora

### Sekcia A. Inovácie v edukačnej praxi

#### Úlohy s reálnym kontextom z matematiky v rámci testovania 5-2013

##### MATHEMATICAL TASKS WITH REAL LIFE CONTEXT WITHIN THE TESTING 5-2013

**Ingrid Alföldyová**

*Národný ústav certifikovaných meraní vzdelávania*

**Abstract:**

On November 13, 2013 the National Institute for Certified Educational Measurements carried out a pilot testing of fifth grade pupils from selected primary schools. The paper specifies the results and analysis of selected Math real context tasks, which were a part of the pilot testing.

**Key words:**

Testing, tests, real context tasks

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#### Pracovné listy ako prostriedok aktivizácie žiakov vo vyučovacom procese

##### ACTIVIST STUDENTS IN THE TEACHING PROCESS AS A MEANS OF WORKSHEETS

**Zuzana Babicová**

*Univerzita Mateja Bela v Banskej Bystrici, Pedagogická fakulta, Katedra pedagogika*

**Abstract:**

In current practice, the school places great emphasis on the teacher actively involved pupils into the educational process. To meet the demands of the teachers find new ways and techniques of teaching. Did the activities of pupils in teaching also contribute to teaching

aids and worksheets. The method of work with work sheets contributes significantly to the development of their autonomy, creativity of the pupils, for galvanising, higher cognitive skills, contributes to an increase in the interest in teaching the subject.

**Key words:**

Worksheets, activation of students, creation of employment letters

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**Umelecká literatúra medzi ľuďi prostredníctvom service learningu**

**ARTISTIC LITERATURE TO PEOPLE THROUGH SERVICE-LEARNING**

**Zuzana Bariaková**

*Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, Katedra slovenskej literatúry a literárnej vedy*

**Martina Kubealaková**

*Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, Katedra slovenskej literatúry a literárnej vedy*

**Abstract:**

This paper presents a brief background of the introduction of the service-learning strategy to education and presents relations between service-learning and Slovak language and literature. The evaluation of a survey carried out among students of the Slovak language and literature in all study programmes of the Faculty of Arts, Matej Bel University in Banská Bystrica is a part of the paper. The objective of the paper is to determine the needs of the community and the individuals, and the students' ideas on how to contribute to future satisfaction of the identified needs. Besides the interest in the development of more universal skills such as the organizational and communication ones in particular, the needs closely linked to the object of study were also specified. These are the needs to improve the art of recitation (diction), to be able to choose an interesting text or its part with respect to a target group and objectives, to process a text in a creative manner, and to encourage readers' interest and reading literacy efficiently and creatively. The second part of the paper consists of a concise reflection on the basic issues of reading literacy and a few activities focused on the support of readers' interest development. The conclusions implicitly react on the fundamentals of the service-learning strategy and introduce the basic lines of the "Univerzitná noc literatúry (University Literature Night)" project. Regarding its nature, the project is a suitable and interesting activity, reflecting the intersection of the identified needs, and its implementation enables the satisfaction of the needs in respect to all participating units.

**Key words:**

Service learning, Slovak language and literature, need, practice

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**Vytváranie inkluzívneho vzdelávacieho prostredia v podmienkach vysokej školy**

**CREATING AN INCLUSIVE LEARNING ENVIRONMENT IN TERMS OF COLLEGE**

**Vlasta Belková**

*Univerzita Mateja Bela v Banskej Bystrici, Pedagogická fakulta, Katedra pedagogiky*

**Abstract:**

Students with special needs in college and overcoming obstacles related to the study not only requires individual approach of teachers, but also to create an environment that eliminates barriers in dealing with the study requirements. Possible, eliminate barriers by helping the coordinator for students with special needs dealing with our contribution. This article deals with the problem of adaptation of students with special needs in college, their identification and resolution.

**Key words:**

Students with special needs, coordinator, disability, adaptation, study at the College

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**Nové přístupy ke vzdělávání sportovních manažerů na CESA VUT Brno**

**NEW APPROACHES TO THE EDUCATION OF SPORTS MANAGERS IN CESA VUT BRNO**

**Marie Blahutková**

*Vysoké učení technické, Brno, Centrum sportovních aktivit*

**Hana Lepková**

*Vysoké učení technické, Brno, Centrum sportovních aktivit*

**Abstract:**

Education of sport managers at technically oriented institution, as BUT represents, corresponds mainly to the needs of business subjects of industry and trade and is less focused on sport. As a part of innovation process, not only new specializations but also new fields of study are being arisen. We also prepare innovations for business in sport industry. Innovations in this education are focused on improving of practical approaches of sport



managers to business in sport, especially in the field of psychosocial experiences, coaching, teambuilding and communication techniques. In this paper, we present results of inquiry among the students of specialization Management of Physical Culture, which took place during the evaluation of this specialization. Students are calling for more practical subjects so as they could gain more experience for future work in sport management.

**Key words:**

Sport management, education, innovation, psychology, students

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**Sebareflexívny model systému manažérstva kvality pre učiteľa**

**SELF-REFLEXIVE MODEL OF QUALITY MANAGEMENT SYSTEM FOR TEACHER**

**Michal Blaško**

*Technická univerzita v Košiciach, Katedra inžinierskej pedagogiky*

**Abstract:**

This report describes the quality assurance in the Slovak education and offers opportunities for improving the quality culture at school. To this purpose should serve the submitted self-reflexive model of system of teaching quality for teacher. The quality management system of teaching which is created by mission and general objectives, principles, areas and indicators, tools for measuring quality of teaching, can be used for guidance and support of every teacher in quality assurance of own teaching and learning of his students. Adoption of mentioned quality management system by teacher should take place in the course of quality. The teacher will also acquire the standards and rules in ensuring the quality of teaching, defining responsibilities and powers for teachers and school management in education.

Thus a teacher gains ability systematically to manage himself. The system helps to interiorize teacher's motivation for developing of his own professionalism and motivation of student for learning and lifelong learning. *uviesť v anglickom jazyku.*

**Key words:**

Quality of school, quality model of teaching

**Service learning – inovatívna stratégia vo vysokoškolskom vzdelávaní**

**SERVICE LEARNING – INNOVATIVE STRATEGY IN HIGHER EDUCATION**

**Alžbeta Brozmanová Gregorová – Zuzana Bariaková – Zuzana Heinzová – Jaroslav Kompán  
– Martina Kubealaková – Lívia Nemcová – Lenka Rovňanová**

*Univerzita Mateja Bela v Banskej Bystrici, Pedagogická fakulta, Filozofická fakulta*

**Abstract:**

The paper provides a general characteristic of the service learning concept as an integral part of higher education, its goals (in relation to students, organizations, and community) and core components (preparation, service/action, reflection, and recognition). It presents experiences with the implementation of service-learning at Matej Bel University in Banská Bystrica and describes course *Service Learning 1* and *Service Learning 2* which are open for all students of this University. Both – the structure and the content of these new courses – are based on the specific needs of the students. The first part of the course is oriented on the theoretical and practical preparation and the development of knowledge and skills students need for the second part. The second part is called *Activity*. In this part the students plan, organize, and carry out activities in the community. You can find the examples of these activities in the paper. The goal of the course evaluation is also to identify the competencies of the students developed through the service learning activities. All involved students fill in the self-reflection questionnaire at the beginning and at the end of the course. The paper provides also the results of the survey carried out among students at the beginning of the course.

**Key words:**

Service learning, inovácia, teória, prax, kompetencie

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**Význam multikultúrnej výchovy v procese edukácie sociálnych pracovníkov**

**IMPORTANCE MULTICULTURAL EDUCATION IN THE PROCESS OF EDUCATION SOCIAL WORKERS**

**Daniela Cehelská**

*Prešovská univerzita v Prešove, Pravoslávna bohoslovecká fakulta, Katedra kresťanskej antropológie a sociálnej práce*

**Abstract:**

The present contribution proposes a model of teaching diversity in education in social work. It says some limitations of the current multicultural framework of the social world. Also presents concepts and teaching strategies regarding the privileges and maintaining the identity of the majority of which are made up of multicultural education programs. On this basis, argues that the doctrine of the privileges of most is the basis for understanding the systematic oppression of different people in skin color and increasing self-awareness of the responsibilities and tasks of social workers working with culturally diverse clients. Specific suggestions are offered for the infusion of this material in all areas of education. The contribution of social work and education offers concrete suggestions for integrating diverse clientele to the standards of social work practice.

**Key words:**

Multiculturalism, social work, education, diversity

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**Kooperatívne vyučovanie v teórii a praxi**

**COOPERATIVE TEACHING IN THEORY AND PRACTICE**

**Marta Černotová**

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**Abstract:**

The paper describes the need to make the work of teachers in Slovakia more effective, especially after the recent criticism of the low level literacy skills measured in the PISA test. The paper provides information about collaborative teaching mostly based on German educational resources. The authors verified how teachers got acknowledged about the cooperative way of teaching by means of a probe survey. The survey also attempted to verify how the information about cooperative teaching affected teachers' performance and their further education. The pilot probe based on a sample of 59 respondents pointed at several shortcomings in the survey method, as well as it revealed reserves in teachers' teaching in real practice, which is well worth of further investigation.

**Key words:**

Cooperative teaching, positives-negatives of cooperative teaching, collaborative teaching myths, the survey of teachers' ideas and knowledge of cooperative teaching.

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**Formatívne hodnotenie výučby s bádateľskými aktivitami v chémii**

**FORMATIVE ASSESSMENT FOR TEACHING INQUIRY – BASED ACTIVITIES IN CHEMISTRY**

**Mária Ganajová**

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**Abstract:**

The aim of this contribution is to inform community of teachers about possibilities and tools of formative assessment for teaching inquiry – based activities of the topic Properties of Plastics. Formative assessment is focused on the process of evaluation itself, using the feedback, whose role is to determine the gap between the actual level of evaluated output and the required standard. In the article, we present examples of using various tools of formative assessment for verification of teaching with inquiry – based methods of topic Plastics. The research was preceded by proposal of inquiry – based activities for the topic Plastics. The verification took place at 6 primary schools and 6 secondary schools in December 2013, with participation of 150 students. The verification showed the interest of the students in learning with inquiry – based activities; thanks to this method of assessment, students learned to evaluate their own activity, evaluate their classmates, analyse their process of learning, form hypotheses, work in groups and develop scientific skills.

**Key words:**

Inquiry – based method, formative assessment, plastics

**Interpretácia ilustrácie ako efektívny spôsob učenia sa prostredníctvom obrazov**

**INTERPRETATION OF ILLUSTRATION AS AN EFFECTIVE WAY OF LEARNING THROUGH IMAGES**

**Jana Grešová**

*Univerzita Komenského, Pedagogická fakulta, Katedra výtvarnej výchovy*

**Abstract:**

This article deals with possibility of usage image interpretation in educational literature and school books. The text mediates ways how to effectively work with non- verbal (graphic, visual) content of school- books, with which both a student and a teacher interacts every day. The aim of the article is to point out to the psychological aspects of personality of the first graders at elementary school, mainly to his/her thinking and memory in connection with opportunities of their development and usage of didactic images' interpretations. By involving of more receptors to the educational process, its effectiveness increases gradually. In the context of the knowledge of psychology, pedagogy and didactics, we analyze current trends in Learning Through images which are closely linked to the development of Visual Literacy , ability to read and decode images. We acquaint readers with the current state of national and international studies and researches. Last but not the least; we clarify the keywords such as interpretation, illustration, didactic picture and visual literacy.

**Key words:**

Interpretation, Illustration, Didactic image, Visual Literacy, School- book.

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**Analýza vybraných úloh zo slovenského jazyka a literatúry na výstupe isced1 v rámci testovania 5-2013**

**THE ANALYSIS OF SELECTED TASKS FROM SLOVAK LANGUAGE AND LITERATURE AT THE OUTPUT OF PRIMARY EDUCATION ISCED1 TESTING 5-2013**

**Martina Holovková**

*Národný ústav certifikovaných meraní vzdelávania*

**Abstract:**

Requirements for modern school bring changes in both quantitative and qualitative area. School reform impact is directly linked to the qualitative results of the educational process. It acts on the overall knowledge level of students of each educational degree. The aim of this article is to present the results of the pilot testing of the 5th level pupils of primary

education of Slovak language and literature at the output of primary education ISCED 1. Attention is focused on the analysis of selected types of tasks in terms of their taxonomy of educational objectives.

**Key words:**

Testing, Taxonomy of educational objectives, Slovak language

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**Komunikačný model vyučovania a učenia E-U-R a výchova k zdraviu**

**COMMUNICATION MODEL OF TEACHING AND LEARNING EUR AND HEALTH EDUCATION**

**Mária Kalinová**

*Základná škola s Materskou školou, Šarišské Dravce*

**Abstract:**

In this paper we present the educational potential of the communication model of teaching and learning EUR in the context of health education as part of an educational complex of school. We seek the achievement of options, situations in which the teaching process would be as close as possible to the natural learning and support health team education in the field of not only cognitive but also affective and psychomotor. This is particularly applicable for young learners, since that stage of ontogeny is characterized by activity, diligence, formative sensitivity. Here are particular examples of how to apply the above model in the teacher's work and thus promote health-preventive action in the primary stage of education.

**Key words:**

Communication model, younger school age, primary education, health education.

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**Alternatívne prístupy k pedagogickému hodnoteniu vo vyučovacom procese**

**ALTERNATIVE APPROACHES TO PEDAGOGICAL EVALUATION IN EDUCATIONAL PROCESS**

**Katarína Kicová**

*Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied, Ústav pedagogiky, andragogiky a psychológie, Katedra pedagogiky*

**Abstract:**

The paper deals with the evaluation of teaching and current trends in the evaluation. In recent years changes the content and ambit of education, constantly changing the criteria of admitted to secondary or higher education, therefore in connection with these changes it's necessary to innovate the forms and methods of evaluation. The term evaluation most of all conceive of rating. Mark is one of the incentive of learning, determines the position of the trainee in the class, parent's relationship to his achievements. In addition to marks, there are also various other forms of evaluation, for example verbal comments or percents. All forms and methods of evaluation have their positive and negative aspects, so it depends only on teacher how creatively to use the evaluation. It is important knowledge that at present is increasingly using the alternative methods of trainee assessment. Therefore the paper is focused on alternative approaches to pedagogical evaluation in educational process and it also includes a search of teacher's opinion on alternative forms of evaluation and their using in praxis.

**Key words:**

Evaluation. Alternative methods of evaluation. Educational process. Teacher. Trainee.

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**Formatívne hodnotenie vo výučbe biológie založenej na bádani**

**FORMATIVE ASSESSMENT IN INQUIRY BASED BIOLOGY EDUCATION**

**Katarína Kimáková**

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*Univerzita Pavla Jozefa Šafárika v Košiciach, Prírodovedecká fakulta, Ústav biologických a ekologických vied*

**Abstract:**

Inquiry based science education – IBSE is a new trend, which is expected to increase the interest of learners in physics, chemistry, biology, mathematics and engineering disciplines. It is clear that the approach plays a role in motivation of learners and helps to actively participate in learning process. However teachers are confused about the absence of tools

for assessing the course results. It is not sure how to provide feedback to learners to develop their skills and what skills should be assessed. Still there are not found better results compared to traditional teaching in the verification of factual knowledge. Therefore there is a question what is the benefit of the innovation. The 7th FP projects ESTABLISH and SAILS evolve and implement appropriate methods of formative and summative evaluation for IBSE. This post briefly presents several techniques that can be suitably applied in teaching biology.

**Key words:**

IBSE, biológia, formatívne hodnotenie

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**Vplyv programu zážitkového učenia v prírodnom prostredí na zmeny úrovne  
interpersonálnych vzťahov adolescentov**

**THE INFLUENCE OF AN OUTDOOR EXPERIENTIAL LEARNING PROGRAMME ON CHANGES IN  
THE LEVEL OF INTERPERSONAL RELATIONSHIPS IN ADOLESCENTS**

**Jaroslav Kompán**

*Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, Katedra telesnej výchovy a športu*

**Martin Babiar**

*Outdoor institute STAGEMAN*

**Abstract:**

The aim of the paper is to present the influence of an outdoor experiential learning programme on changes in the level of interpersonal relationships in adolescents. The experimental factor was a designed experiential learning programme consisting of a long-term 8-week programme and an intensive 5-day programme. An important feature of the research was the inclusion of co-educated physical education and sports classes in the programme. The main research method was a two-group pedagogical experiment with two manipulating stimuli. The research proved the suitability of experiential games implementation into physical education and sports classes. It showed that a more effective influence on the research groups' development was achieved in the 5-day intensive programme. Therefore we support a use of intensive programmes in experiential personal development courses. We have not experienced any significant issues with co-educated classes and we see them as a possible alternative of physical education and sport classes.



**Key words:**

Experiential learning. Experiential education. Outdoor environment. Interpersonal relationships. Adolescents

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**Strategické východiská pre rozvoj kritického myslenia žiakov stredných škôl**

**BASIC OF STRATEGY FOR THE DEVELOPMENT OF CRITICAL THINKING SKILLS OF SECONDARY SCHOOL PUPILS**

**Martina Kosturková**

*Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied, Ústav pedagogiky, andragogiky a psychológie, Katedra pedagogiky*

**Abstract:**

In the 21th century, demands of education place emphasis on quality and outcomes of education. We discovered, by Watson-Glaser Critical Thinking Appraisal, that secondary school students achieve satisfactory results in critical thinking skills. The main cause of this unsatisfactory situation we see in preference encyclopedic knowledge before critical thinking in education. Critical thinking skills are considered a key competence 21 century, it is advisable to strengthen learning of secondary school students in this regard.

**Key words:**

State of critical thinking. *Analysis of critical thinking secondary school students.* Recommendations for practice.

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**AXIOLOGICAL AWARENESS AND ETHICAL SUBJECTIVITY AS PROBLEMS OF PEDAGOGICAL REFLECTION. THEORETICAL CONSIDERATION**

**Mirosław Kowalski**

*University of Zielona Góra, Karkonosze College in Jelenia Góra*

**Abstract:**

An analysis of the contemporary social life (ethical subjectivity and axiological awareness) allows to ascertain many interesting observations considering the balance of transformations that have taken place within it, which probably arise in the nearer or longer term, and finally - the changes that are currently in in statu nascendi. Evolution indicated

here is a derivative of passing of our society into the sphere of industrial societies and of the predicted transformations into post-industrial society.

**Key words:**

Education, responsibility, violence, school,

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**Estetická výchova ako nutná zložka vzdelania a výchovy žiaka – interdisciplinárny pohľad**

**AESTHETICS EDUCATION AS NEEDED PART OF STUDENT EDUCATION – INTERDISCIPLINARY APPROACH**

**Lukáš Makky**

*Prešovská univerzita v Prešove, Filozofická fakulta, Inštitút estetiky a umeleckej kultúry*

**Abstract:** Aesthetic education as an integrated component of training and education, but also central element formulating the tastefully preferences of pupil, always held in educational system and in history of pedagogy different place and importance. In present, there is space to assume that the fact of their direct teaching by a subject Arts and Culture provides sufficient participation and rightful place of aesthetic education in the life of a pupil and also in the pedagogic process. This assumption confirms the requested participation of aesthetics within Multicultural and Medial education and also by D. Vasiľová required development of aesthetic value in the education of history. An opposite appears to be true. At the expense of real development of (knowledgeable) aesthetic sense and competencies of young person, it is promoted an express view on the history of Art, often presented only briefly and exclusively by documentary or by pictorial Books, or often without participation of visualization on teaching process. The paper points on the importance of aesthetic education for full – fledged development of personality and on the necessity of their true inclusion to the education. The emphasis of this work is given on the actual reality of aesthetics curtailing in the praxes, in the opposite of possibilities offered among others also by the National Education program. In this case it's not just about defense of aesthetics and aesthetic education as an independent discipline, but mainly about determining the place of aesthetic sense and aesthetic as such in the other disciplines educational process.

**Key words:**

Aesthetic experience, aesthetic value, teaching experience, the tastefully preferences of student, aims of aesthetical education.

**Výsledky žiakov v teste zo slovenského jazyka a literatúry testovanie 9-2013**

**SLOVAK LANGUAGE AND LITERATURE RESULTS OF TESTING PUPILS TESTING 9-2013**

**Božena Mizerová**

*Národný ústav certifikovaných meraní vzdelávania*

**Janka Kurajová Stopková**

*Národný ústav certifikovaných meraní vzdelávania*

**Eva Polgáryová**

*Národný ústav certifikovaných meraní vzdelávania*

**Abstract:**

National Institute for Certified Educational Measurements accomplished for the fifth time in 2012-2013, from the total of eleven, overall testing of the 9th grade primary school pupils. The aim of our article is to present the results of overall Slovak language and literature testing, analysis of selected tasks and presentations of selected test items amendments for pupils with disabilities.

**Key words:**

Testing, Slovak language and literature test, pupils with disabilities

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**Úspech / neúspech alternatívnej pedagogiky a spôsobu výchovy v podmienkach slovenského školstva**

**SUCCESS / FAILURE OF AN ALTERNATIVE METHOD OF PEDAGOGY AND EDUCATION IN THE SLOVAK EDUCATION**

**Silvia Nováková**

*Prešovská univerzita, Gréckokatolícka teologická fakulta, Katedra aplikovanej edukológie*

**Abstract:**

An article presents an alternative school, and their methods of education. The aim is not to describe the various alternative schools, but clearly the content and cause changes in education. Orientation emphasizes the child as a unique being. Offers insight into the most advanced in the world of alternative concepts and Slovakia. Compares the contents of the system, forms and methods of management and alternative education, describes the philosophical basis of the ideas of each type of alternative education. Notes the positive as well as negative as the concept of alternative education, alternative education. Presents

pedagogy Montessori and Rudolf Steiner, as it is these kinds of pedagogy are in the Slovak Education of the most widespread. It also contains a brief overview of each alternative schools that operate in Slovakia, their critics and supporters alike.

**Key words:**

Alternative education. Montessori Education. Education Rudolf Steiner. Waldorf School.

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**Inovácie v hudobnej edukácii na špeciálnych základných školách**

**INNOVATIONS IN MUSIC EDUCATION OF SPECIAL PRIMARY SCHOOLS**

**Margaréta Osvaldová**

*Univerzita Komenského v Bratislave, Pedagogická fakulta, Katedra špeciálnej pedagogiky*

**Abstract:**

Adoption of Education Act č.245/2008 creates music lessons for special space where possible spontaneous musical activity and the resulting effort for the creative process of inclusive musical education. This paper presents a proposal of the concept of special education for music that reflects the inclusive education reform, also has the ambition to characterize baseline of music education in the objectives, content and methods of music education, which foresee special educator steps to creating your own music and educational modules while should respect the involvement of students and their level of skills and abilities. When choosing music and educational resources, forms and methods of work must take into account the degree of disability or combination of disabilities.

**Key words:**

Inclusion, special music education, innovation, objectives, content, methods

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**Prelínanie kompetencií tlmočníka a titulkára v procese výučby v rámci študijného odboru prekladateľstvo a tlmočníctvo**

**THE INTERTWINING OF INTERPRETER AND SUBTTLER COMPETENCES IN THE LEARNING PROCESS WITHIN THE FIELD OF STUDY – TRANSLATION AND INTERPRETING**

**Eva Reichwalderová**

*Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta*

**Abstract:**

In this research we deal with cross-curricular activities and opportunities how to develop these activities during the teaching process. The paper focuses on relations between audiovisual translation and simultaneous or consecutive interpretation within the field of study Translation and Interpreting. The manuscript is based on two assumptions: first, working with audiovisual material has a positive impact on students' motivation and second, subtitling as a form of audiovisual translation contributes to achieve efficient techniques for the economization of discourse in interpreting, which is essential for both genres of interpretation. The main objective of this paper is to highlight the similarity of the process of interpretation and audiovisual translation (text reception, decoding and encoding phase, interpretation of the text) and present possible innovations in the preparation of future translators and interpreters.

**Key words:**

Simultaneous and consecutive interpretation, subtitling, audio-visual translation, cross-curricular links

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**Преподавательский стиль учителя: особенности и диагностика**

**THE TEACHING STYLE OF THE TEACHER: FEATURES AND DIAGNOSTICS**

**Рената Оросова – Катарина Шмайдова Бушова – Наташа Коцова – Владимир Староста**  
*Университет имени Павла Йозефа Шафарика в Кошице, философский факультет, кафедра педагогики*

**Abstract:**

Analyzed especially teaching style of the teacher, namely, comprising teaching style there are several components (cognitive style, teacher approaches to teaching; solutions to teaching situations, pedagogical knowledge, abilities, skills, and experience). Shows the use of Ned Flanders approach to determine the style of teaching in the pedagogical practice Kosice University of Pavol Jozef Safarik (Slovak Republic). The technique and tasks for students while using the method of observation, calculation of directivity index, defined share of teachers with appropriate teaching style.

**Key words:**

Teaching style, teacher, method of observation, diagnosis

### **Rozvoj kritického myslenia žiakov s využitím filozofickej diskusie**

#### **DEVELOPMENT OF THE CRITICAL THINKING OF PUPILS BY APPLICATION OF THE PHILOSOPHICAL DISCUSSION**

**Gabriela Šarníková**

*Katolícka univerzita v Ružomberku, Pedagogická fakulta, Inštitút Juraja Páleša v Levoči*

**Abstract:**

Philosophical discussion with pupils is a fundamental method of the pedagogical concept *Philosophy for Children*. One of its tasks is to develop critical thinking, which is a part of the development of cognitive competencies. In this paper, we analyze the critical thinking from the perspective of *Philosophy for Children*, as well as the possibilities of its development through philosophical discussion among pupils. We present the results of a qualitative research that is being carried out with pupils in the course of after-school activities aimed at development of philosophical discussion.

**Key words:**

Philosophical discussion, critical thinking, cognitive competences, Philosophy for Children, community of inquire, qualitative research

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### **Tvorivá dramatika na hodinách slovenského jazyka a literatúry na základných školách**

#### **CREATIVE DRAMA DURING THE LESSON SLOVAK LANGUAGE AND LITERATURE IN ELEMENTARY SCHOOL**

**Lucia Tutokyová**

*Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied, Ústav pedagogiky, andragogiky a psychológie, Katedra pedagogiky*

**Abstract:**

The paper deals with innovative methods in teaching Slovak language and literature with an emphasis on creative dramatics. Creative Drama tries through experience and expertise to help pupils acquire knowledge, skills and abilities so that they acquired a lifetime. Use of creative drama on the clock Slovak language and literature is one of the most effective ways to link theory with practice. In literature allows creative drama students better understand and feel the literary work, learning experiences that students receive in the " processing ", helps to communicate, to link knowledge from multiple learning objects, develop

cooperation, empathy, create a favorable social climate, it helps to understand the real - real life.

The first part of the contribution is paid to the theoretical base, the second provides specific examples of the use of creative drama lessons at the Slovak language and literature, with particular emphasis on structured dramatic play.

**Key words:**

Creativity, creative drama, experiential teaching experience

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**Príspevok súčasných hudobných skladateľov k filozofii výchovy**

**CONTRIBUTION OF CURRENT SLOVAK COMPOSERS IN PHILOSOPHY OF EDUCATION**

**Tatiana Pirníková**

*Prešovská univerzita v Prešove, Filozofická fakulta, Inštitút estetiky a umeleckej kultúry*

**Abstract:**

The study focuses on the importance of art in education. It critically responds to the current situation in schools which leads to a one-sided rational training of students without all personal potentials being involved. The author uses the method of analysis that examines, analyses and summarises content of studies, texts and conceptual proposals of Slovak music composers dedicated to education. She particularly deals with the nature of Roman Berger's philosophical concept that considers the education issue to be fundamental in relation to the state of current society. She evaluates Ladislav Burlas's pioneering efforts to establish the principle of integration and polyaesthetics in our environment. She also illustrates the concept of Juraj Hatrík that includes own composition projects, music, opinions on music, art work and analysis, aims to revive the universal values, and at the same time reacts to negative phenomena in society. The author states that the increased level of creative potential and originality that results from efforts of composers' work contributes at the same time to the chosen authors' suggestive opinions to education, too. Their main leitmotiv is a return to complexity and authenticity.

**Key words:**

Composer, art education, concept of education

## Sekcia B. Aktuálne aspekty pregraduálnej prípravy učiteľov

Potrebuje naša škola „prísnejších“ učiteľov?

DOES OUR SCHOOL NEED „STRICTER“ TEACHERS?

**Mária Dupkalová**

*Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied, Ústav pedagogiky, andragogiky a psychológie, Katedra pedagogiky*

### **Abstract:**

The teacher has a significant influence not only in teaching but also in upbringing in educational environments. Despite the fact that the learning process can replace the concept of the educational process, it can be stated that the educational component of teachers to some extent "neglect". Our research has shown that teachers help their pupils, but do not teach them sufficiently rules. Education is a process of intentional influence on the individual components of personality; it will be insufficient if the teachers will only be given a helping hand. Can teacher ever learn if the class does not have any "order"? The present contribution focuses on issues of importance of dimension "rigorous" in research of teacher interaction style and its relation to the social climate in the classroom. In the introduction, attention is devoted to brief theoretical results of research, which are then complemented by the empirical findings in correlation research. In conclusion, the author presents relevant results of the chosen examined dimension in the interaction style of the teacher.

### **Key words:**

Teacher, teacher interaction style, QTI, CES

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**Tvořivost univerzitních studentů**

**CREATIVITY UNIVERSITY STUDENTS**

**Jarmila Honzíkova**

*Západočeská univerzita, Fakulta pedagogická, Katedra matematiky, fyziky a technické výchovy*



**Abstract:**

The article deals with creativity and creativity testing using Urban's test. The respondents are university students, Department of Technical Education for the Elementary School. The article answers the question, what is the level of creativity of these students.

**Key words:**

Creativity, testing

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**Praktikum koordinátora environmentálnej výchovy: „Viac, než len ľudský svet“**

**PRACTICUM FOR COORDINATOR OF ENVIRONMENTAL EDUCATION: „MORE THAN HUMAN WORLD“**

**Andrea Klimková**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra aplikovanej etiky*

**Abstract:**

The way by coordinator of environmental education in school is mainly through continuous personal development, critical thinking and creative work which cultivates the moral, ecological and environmental awareness and environmental literacy of children, students, youth. Educator who chooses or is responsible for the coordination of environmental education becomes the coordinator on the road to harmony of man and earth. Pilot program *More than just the human world* (Klimková) is designed so that its integration in the teaching of ethics, or other objects cultivate, consolidate and strengthen attitudes to nature. In pregradual training of teachers ethics is an important place for the preparation of environmental education coordinator. He plays the role of facilitator, motivator, moderator of discussions, civic activist, lawyer and manager of non-human being.

**Key words:**

Environmentálna výchova, prírodnosť, koordinátor environmentálnej výchovy

**Motivácia študentov Univerzity Pavla Jozefa Šafárika v Košiciach k vykonávaniu učiteľského povolania**

**MOTIVATION STUDENTS OF PAVOL JOZEF SAFARIK UNIVERSITY OF KOSICE TO THE IMPLEMENTATION OF TEACHING PROFESSION**

**Nataša Kocová**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra pedagogiky*

**Abstract:**

The work deals with the motivation for the teaching profession. The introduction confronts opinions and research results of domestic and foreign experts. Provides an overview of the most significant motivation factors that affect the young people's view of the teaching profession. The second section offers the results of research that was conducted by students final year of teacher education of academic subjects Pavol Jozef Safarik University in Kosice. Research has been focused on finding the real interest of students to apply after completion of studies teaching profession. Simultaneously it was examined which factors the most influenced by their interest.

**Key words:**

Motivation, teaching profession, interest in the implementation of teaching profession.

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**Moderné vyučovacie prostriedky vo vyučovaní výchovy k manželstvu a rodičovstvu v pregraduálnej príprave vychovávateľov**

**MODERN TEACHING RESOURCES IN TEACHING EDUCATION MARRIAGE AND PARENTHOOD IN UNDERGRADUATE EDUCATORS**

**Lívia Nemcová**

*Univerzita Mateja Bela v Banskej Bystrici, Pedagogická fakulta, Katedra pedagogiky*

**Abstract:**

The aim of this field study is to highlight the use of new modern means of teaching at universities in undergraduate education teachers (educators). Includes a presentation of activating methods and strategies in the subject of education for marriage and parenthood as well as practical experience from the implementation of these funds.

**Key words:**

Innovation, teaching resources, education for marriage and parenthood, educator

## GLOBAL EDUCATION AS A CHALLENGE IN THE PROCESS OF TEACHER TRAINING

**Iwona Ocetkiewicz**

*Pedagogical University of Krakow, Faculty of Education*

### **Abstract:**

In the contemporary world, which is more and more global, global problems have been noticed. They include: ensuring peace and security in the world, improving the standard of living in Global South countries, human rights protection, ensuring sustainable development or developing partnership-based economic and social relations between the countries of the Global North and the Global South. The problem of global education as a challenge in the process of teacher training appears in this context. The global education is an important field which is subject to compulsory education included in a core curriculum of many subjects in Polish school. However, the implementation of teaching contents of particular subjects by teachers is not always connected with issues of global education and is not always taught at school. Why does it happen? The aim of the article is to show experience of Polish teachers in the scope of global education.

### **Key words:**

Teacher, school, global education

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## Kompetencie ako odrazový mostík k učiteľskej profesii

### THE COMPETENCES AS A STEPPING STONE TO THE TEACHING PROFESSION

**Darina Ondriová**

*Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied, Ústav pedagogiky, andragogiky a psychológie, Katedra pedagogiky*

### **Abstract:**

In the present research work the competence as a springboard to the teaching profession will be a key issue focused on the analysis of current competencies trainees at the Faculty of Humanities and Natural Sciences at Prešov University in Prešov. At first, we have specified the major components of the university education of students, which are involved in shaping and developing competences, it is pedagogical theory and teaching practice within the university education of trainees and secondly through a survey we investigated the attitudes of trainees for pedagogical theory and practice in relation to the teaching profession and developing skills. Question about competencies of trainees in contemporary educational science is very timely and we need to give them due consideration.

**Key words:**

Pedagogical theory, teaching practice, competence of trainees

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**Reflexia vlastnej činnosti študenta učiteľstva v rámci mikrovyučovania**

**REFLECTION OF THE STUDENTS' OWN TEACHING ACTIVITY WITHIN THE MICROTEACHING.**

**Renáta Orosová**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra pedagogiky*

**Zuzana Nováková**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra pedagogiky*

**Ján Juščák**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra pedagogiky*

The fundamental idea of the preparation student teachers is to prepare them how to teach the academic knowledge in creative and critical way. One of the effective means seems a microteaching and microteaching analysis. The student feedback and the reflection during the microteaching analysis is an important prerequisite for the successful development of teaching competencies. The authors present partial results of the research on reflection in the student's own activity after microteaching.

**Keywords:** reflection, pre-graduate training, microteaching, microteaching analysis

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**Determinanty kvality lektorov v profesijnom rozvoji učiteľov**

**DETERMINANTS OF LECTURERS QUALITY IN PROFESSIONAL DEVELOPMENT OF TEACHERS**

**Ivan Pavlov**

*Univerzita Mateja Bela v Banskej Bystrici, Pedagogická fakulta, Katedra andragogiky*

**Abstract:**

Lecturers in the professional development of teachers represents an important factor in improving the quality of their teaching activities in schools. So far, there is no analysis of professional development needs, professional competencies including efficient development support model for lecturers of teachers developed on the national level. The paper analyzes the possibilities of improving the quality of teacher lecturers work in an international context through standardization of their professional competencies. In the national context it presents the conditions and possibilities of building an effective educational system.

**Key words:**

Teacher, lectors professional development, standardization of professional competencies, support models to support professional development

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**Vyučovacie prístupy v pregraduálnej príprave budúcich učiteľov**

**TEACHING APPROACHES IN THE UNDERGRADUATE EDUCATION OF FUTURE TEACHERS**

**Lenka Rovňanová**

*Univerzita Mateja Bela v Banskej Bystrici, Pedagogická fakulta, Katedra pedagogiky*

**Abstract:**

The aim of this paper is to analyze the theoretical bases of teaching approaches in undergraduate education of future teachers with an emphasis on the definition of social constructivism as one of the most educational theories currently in the context of their own research findings, which we compare with the OECD research results. The current undergraduate training of teachers is rigidly conceived and inadequate to meet the requirements of the scientific process of gradual development of teachers. Modern Education points to the need to leave the dominant stereotypes of traditional teaching approaches and reinforce modern constructivist approaches. If graduates of teacher education prove to teach in accordance with the requirements of modern educational theory, should have experience with such teaching in their own university education. In our research, we investigated the prevailing approaches in teaching of future teachers compared to teaching faculties and the presence of statistically significant differences between the groups in this area. The sample included N = 456 MA students of Slovak teachers faculties: PF, FHV and FPV UMB in Banska Bystrica, UKF in Nitra, Comenius University in Bratislava, TU in Trnava, PF KU in Ružomberok and FHaPV PU in Presov. The research instrument was a questionnaire of our own design. It confirmed our assumption that in the undergraduate education of future teachers dominated traditional approaches above of the constructivist

approaches. Research indicates the fact that our future teachers do not have many opportunities to get an experience constructivist teaching in the academic environment.

**Key words:**

Future teacher, university teaching, traditional structured approaches in teaching, expansion approaches in teaching, student-oriented approaches, social constructivism

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**Potrebuje učiteľ filozofické predispozície? Patočkova téza k filozofii výchovy**

**DOES TEACHER NEED A PHILOSOPHICAL DISPOSITIONS? PATOČKA'S THESIS TO THE PHILOSOPHY OF EDUCATION**

**Róbert Stojka**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra filozofie a dejín filozofie*

**Abstract:**

Jan Patočka was one of the first in our country who devoted to *philosophy of education*. Many of his ideas are still relevant today, not just on philosophical but also on educational level. The starting point of this paper is primarily his basic argument, which states that teacher - as a realizer of educational proces - must have clarified his frame of mind. This frame of mind is the result of his *philosophical view* of the whole world. It is just forming of this view, which the teacher gives their students and which is according to Patočka the pupose of education itself. It prepares teacher to be responsible for his profession. It is an essential moment in which the philosophy may exceed exclusively theoretical approach to the world. Or is it not the case?

**Keywords:**

Philosophy, education, philosophical wiew

**Pohľad študentov na vlastnú perspektívu uplatnenia sa v pedagogickej profesii po ukončení pregraduálneho štúdia**

**OWN PERSPECTIVE STUDENTS TO BECOME THE TEACHERS AFTER UNDERGRADUATE STUDIES**

**Katarína Šmajdová Búšová**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra pedagogiky*

**Abstract:**

In this paper we describe the first results of the analysis of research. The main theme is a view of students of undergraduate study whether they want to apply in the future as teachers. We examined what was their original intention when they started undergraduate studies and that has changed. We were looking for factors that their first intention to confirm or changed. We used a qualitative methodology - a written self-evaluation narrative. The results show that the first major category of teaching, course content, university teacher and student undergraduate study.

**Key words:**

Undergraduate study, qualitative research, teaching, students

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**Pedagogická dokumentácia v osnovách učiteľských študijných programov**

**ADMINISTRATIVE DOCUMENTATION IN THE CURRICULUM OF TEACHER TRAINING PROGRAMS**

**Renata Vajdičková**

*Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, Katedra anglistiky a amerikanistiky*

**Abstract:**

European modernization agenda for higher education (approved 28 to 29 November 2011) prioritises improving the quality and relevance of higher education. University curriculum content should be developed and brought in line with the requirements of practice. In our paper, we describe teachers' administrative documentation skills as a necessary part of learning outcomes in the pre-service training of teachers of English. We map the pertinent issues in Slovakia's Education Act and selected faculties' core education curricula and courses in subject-specific methodology. University teacher training, teaching practice and

cooperation with teacher mentors form the basis of the continuous development of the administrative documentation skills of education students as an integral part of the graduate profile of university education programmes. In practice, effective mastery of administrative documentation completes the sum of knowledge, skills and competencies that a career in education demands of education professionals.

**Key words:**

Qualifications Framework, university teacher training, teachers' administrative documentation

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**Pregraduálna príprava budúcich učiteľov vo Fínsku**

**PRE-GRADUATE PREPARATION OF FUTURE TEACHERS IN FINLAND**

**Anna Vašutová**

*Prešovská univerzita v Prešove, Pedagogická fakulta, Katedra matematickej edukácie*

**Abstract:**

For many years a lot of changes have been realized at all levels of Slovak education system. In this way it was observed that in the last period experts are interested in northern countries, especially in Finland. Their school system represents a functional and successful education model, which can serve as an example and inspiration. The evidence of this is shown in actual results of Finnish students in international testing OECD PISA. In contrast, Slovak students were not so successful. Establishing changes in this area, professionals usually focus on elementary and secondary education, less on higher education. The significant aspect influencing achievement of Finnish school system is the level of pre-graduate preparation for students – future teachers. In this article the area of higher/university education of students in teacher program in Finland is presented.

**Key words:**

Pre-graduate preparation, teacher, educational system



**Vysokoškolské studium učiteľství z pohledu začínajícího učitele a identifikace jeho problematických oblastí**

**NEWLY QUALIFIED TEACHERS' PERCEPTION OF UNIVERSITY TEACHER TRAINING AND IDENTIFICATION OF ITS PROBLEM AREAS**

**Miluše Vítečková**

*Jihočeská univerzita v Českých Budějovicích, Pedagogická fakulta*

**Zdenka Gadušová**

*Univerzita Konštantína Filozofa v Nitre, Filozofická fakulta*

**Abstract:**

The paper presents partial results of a quantitative research aimed at mentoring of newly qualified teachers (NQTs) carried out in the Czech Republic and Slovakia. The research sample consisted of 280 NQTs (148 in the Czech Republic, 132 in Slovakia). Although the primary objective of this research was to identify key competencies of mentors (the second group of the respondents was mentors), the questionnaire for NQTs was targeted at their undergraduate training – how NQTs perceive their higher education studies. Other questions were meant to identify problem issues which the NQTs have to face during the first years of teaching at schools and also to identify needs of novice teachers. We believe that identification of problem areas and needs of NQTs can contribute to the improvement of quality in the field of teacher training.

**Key words:**

Newly qualified teacher/novice teacher, mentor, pre-service teacher training, problem areas

## **Sekcia C. Psychológia zdravia v školskej praxi**

**Psychologická služba (v) škole a jej vplyv na kvalitu života v edukácii**

**PSYCHOLOGICAL SERVICES (AT) SCHOOL AND ITS IMPACT ON QUALITY OF LIFE IN EDUCATION**

**Miroslava Adamík Šimegová**

*Trnavská univerzita v Trnave, Pedagogická fakulta, Katedra pedagogických štúdií*

**Abstract:**

The contribution focuses on the current state of psychological services in the school and its impact on quality of life in education. The author with several years experience in the operation of a school psychologist aims to present concrete aspects of psychological activities in school and surveys the impact of exposure of school psychologists and counselling facilities to prevention and elimination of the problems of pupils, teachers and parents. In the context of quality of life highlights the need to address issues of professional psychologists working under the Ministry of Education of Slovak republic, such as non-uniform concept of work or procedures and methods of preventive, diagnostic and consulting services. On the other hand the author refers to the quality of life of students, teachers and parents under the influence of work of psychologists in school.

**Key words:**

School, Psychologist, School psychologist, Quality of Life in Education

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**EFFECTS OF STRATEGY IMPLEMENTATION IN THE SCOPE OF LIFE SKILLS AT HEALTH PROMOTING SCHOOL. CASE STUDY.**

**Bożena Alejziak**

*University School of Physical Education in Kraków, Faculty of Tourism and Leisure*

**Abstract:**

World Health Organization defines life skills (psychosocial) as the abilities for positive and adaptive behavior that enables individuals to deal effectively with the tasks (demands) and challenges of everyday life. They include basic skills which help promote mental well-being, interpersonal relationships and behavior facilitating health and specific skills which help to cope with threats. The above-mentioned skills are an important field of health education which is compulsory in all Polish schools. However, the schools which promote health have the most significant achievements. The aim of the article is to show experience arising from the strategy implementation of the above skills in one of the first schools promoting health in Poland. The school implemented the idea in 1992 and has a Certificate of European School Promoting Health [*Certyfikat Europejskiej Szkoły Promującej Zdrowie*].

**Key words:**

Health education, school promoting health, life skills

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**Problematické používanie internetu a protektívna rola autonómie; rizikové správanie v kontexte seba-determinačnej teórie**

**PROBLEMATIC INTERNET USE AND PROTECTIVE ROLE OF AUTONOMY; RISK BEHAVIOR IN THE CONTEXT OF SELF-DETERMINATION THEORY**

**Jozef Benka**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra pedagogickej psychológie a psychológie zdravia*

**Oľga Orosová**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra pedagogickej psychológie a psychológie zdravia*

**Abstract:**

Theoretical background: Problematic Internet use (PIU) is a new phenomenon of risk behavior. Various approaches to PIU can be found in the current literature. The present study uses the Caplan's concept of PIU and addresses PIU from a point of view of Self-determination theory (SDT) with the emphasis given to autonomy and its potential protective role.

Research aims: The aim is to conduct an exploratory analysis of relationships between the level of autonomy, as a construct of SDT, and problematic Internet use as well as its individual components as defined in the Caplan's framework of PIU.

**Sample:** The sample consisted of university students from Slovak universities (n=492; 75% females) who participated in a broader international study SLiCE (Student Life Cohort in Europe; VEGA1/1092/12, APVV-0253-11)

**Methods:** Problematic internet use was measured by the GPIU2 scale and autonomy was assessed with the Self-determination scale the SDS. The data were analyzed via a correlation analysis and linear regression models in the statistical package SPSS 21.

**Main findings:** The analyses showed that a significant and negative association exist between autonomy and PIU. This result suggests that autonomy might serve as a relevant protective factor in the explored context.

**Key words:**

Problematic Internet use, risk behavior, university students, autonomy

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**Unplugged – školský program univerzálnej prevencie užívania návykových látok medzi dospelujúcimi**

**UNPLUGGED – SCHOOL BASED PROGRAM OF UNIVERSAL DRUG USE PREVENTION AMONG ADOLESCENTS**

**Marianna Berinšterová**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra psychológie*

**Oľga Orosová**

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**Michaela Souček Vaňová**

*Univerzita Mateja Bela v Banskej Bystrici, Pedagogická fakulta, Katedra psychológie*

**Abstract:**

School-based programs of universal prevention are an important part of risky behaviour prevention. This contribution presents the program „Unplugged“, which is a school-based program of drug use prevention among adolescents. It is an interactive program, based on the comprehensive social influence model. It consists of 12 lessons led by trained lecturers, workshops for parents and lessons led by peers. The theoretical background includes social learning theory, social norms theory, theory of reasoned actions, theory of planned behaviour, the health beliefs model and theory of problem behaviour. Program combines 3 effective prevention approaches: the social influence approach (understanding of social influence, ability to resist environmental influences); life skills enhancement (decision making, problem solving, critical thinking, communication, emotion coping) and information giving (addictive substances, prevalence and consequences of their use). In the school year

2013/2014 the program Unplugged has been implemented in Slovak schools and its effectiveness is to be evaluated.

**Key words:**

Risky behaviour prevention- school-based programmes of universal prevention – adolescents – program „Unplugged“

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**Prostředky péče o zdraví klientů ve vzdělávání sociálních pracovníků**

**THE MEANS OF HEALTH CARE CLIENTS IN THE EDUCATION OF SOCIAL WORKERS**

**Marie Blahutková**

*Střední zdravotnická škola Jaselská, Brno*

**Jarmila Kelnarová**

*Střední zdravotnická škola Jaselská, Brno*

**Abstract:**

Study on secondary medical schools has always been designed for healthcare professionals , only in recent years, some branches of study devoted more the helping professions. Study program for social workers has in its content SZŠ Jaselská in Brno. It teaches students how to work with clients in the social sphere, and the study was included in a special method for the handicapped swimming - swimming Halliwick method . We bring the experience of students with the practical use of this method and experience of teaching staff.

**Key words:**

Health, quality of life, clients, students, social worker

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**Normatívne presvedčenia a rizikové správanie vysokoškolákov**

**NORMATIVE BELIEFS AND RISK BEHAVIOR AMONG UNIVERSITY STUDENTS**

**Monika Brutovská**

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**Abstract:**

*Background:* Current research about risk behaviours of university students has shown that associations exist between: (1) normative beliefs and different types of risk behaviour; (2) the overestimation of the frequency of peers' risk behaviour and one's risk behaviour. The aim of intervention programmes which provide an individualized feedback regarding normative expectations is to reduce risk behaviours by correcting students' perception of the frequency of their peers' risk behaviour. *Objective:* The preliminary analysis based on a dataset retrieved from an online software application which provides individualized feedback as a means of correcting normative beliefs of UPJŠ students is presented. *Methods:* Normative beliefs and risk behaviours were assessed within a comprehensive questionnaire as a part of the SLiCE study (VEGA1/1092/12, APVV-0253-11). *Sample:* 437 university students (69.1% of females) *Results:* A significant positive relationship was found between normative beliefs and risk behaviours: (1) alcohol use and internet use for males; (2) all types of risk behaviour for females (alcohol use, smoking, drug use, internet use). Further analyses showed significant relationships between gender and an overestimation of risk behaviour of peers (except smoking): (1) males overestimated alcohol use, drug use, internet use of their peers; (2) females overestimated internet use of their peers. *Conclusion:* The findings are supportive of the significance of normative beliefs as a part of intervention programmes which aim to reduce risk behaviours among university students.

**Key words:**

Risk behaviour, normative beliefs, university students

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**Komparácia podpory zdravia v obsahu vzdelávania na 1. stupni základnej školy na Slovensku a v Českej republike**

**COMPARISON OF HEALTH SUPPORT IN CURRICULUM FOR THE PRIMARY SCHOOLS IN SLOVAKIA AND IN THE CZECH REPUBLIC**

**Diana Fúry**

*Univerzita Komenského v Bratislave, Pedagogická fakulta*

**Martina Jurkechová**

*Univerzita Komenského v Bratislave, Pedagogická fakulta*

**Abstract:**

The most valuable thing of human life is health. Parents and teachers can be the most important elements who influence attitudes of ours own health. The young school-age is a period when the teacher can lay a solid foundation for future of student relationship to their health. The contribution is focused on the analysis of the curriculum for the primary schools. It aims to assess the range and relevance of topics related to health issues in the curriculum. Authors tried to design areas and themes based on comparisons that need to be strengthened or alternatively implemented in the curriculum relative to the current social reality.

**Klíčové slová:**

Health, health education, curriculum

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**Sebapojem, sebaúcta, sebaúčinnosť a správanie súvisiace so zdravím u dospievajúcich**

**SELF-CONCEPT, SELF-ESTEEM, SELF-EFFICACY AND HEALTH-RELATED BEHAVIOR AMONG ADOLESCENTS**

**Beata Gajdošová**

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**Oľga Orosová**

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**Abstract:**

This study aimed to explore the associations between health-related behaviours (smoking, drinking alcohol, experience with drugs, physical exercise), self-concept (self-clarity), self-esteem (self-liking, self-competence), and self-efficacy (general, social). The research sample consisted of 717 students of Slovak and Czech primary schools, 46.4 % of boys,  $14.7 \pm 0.9$  (APVV-0253-11, VEGA 1/1092/12). Binary logistic regression models were built in SPSS 20 in order to explore the simultaneous contribution of the measured variables separately for males and females. The models revealed that for girls social self-efficacy was associated with smoking cigarettes and drug use and social self-efficacy and self-esteem (self-competence) were associated with drinking and finally that general self-efficacy was associated with physical exercise. Among boys associations were found between social self-efficacy and smoking cigarettes. This study opens a discussion regarding the specific functions of self-concept, self-esteem and self-efficacy which they may serve in relation to health-related behaviour with respect to gender specifics.

**Key words:**

Self-concept, self-esteem, self-efficacy, health-related behaviour, early teenagers

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**Indikátory porúch stravovania medzi slovenskými vysokoškólákmi a ich súvislosť s problematickým užívaním internetu**

**INDICATORS OF EATING DISORDERS AMONG SLOVAK UNIVERSITY STUDENTS AND THEIR ASSOCIATION WITH PROBLEMATIC INTERNET USE**

**Lucia Hricová**

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**Eva Paulisová**

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**Abstract:**

Theoretical background: Many studies have explored the relationship between eating disorders (ED) and substance dependence. However, less attention has been paid to the association between ED and behavioral addictions such as problematic Internet use (PIU).

Aims of research: This study addresses the relationship between indicators of ED and PIU among Slovak university students.

Participants: The sample consisted of 603 Slovak university students (75.1 % women, average age 19.61, SD=1.42).

Methods: The respondents completed an online questionnaire for detecting ED (SCOFF) and the PIU questionnaire (GPIUS 2) as a part of the international study SLiCE (APVV-0253-11, VEGA 1/1092/12). The descriptive statistics and the chi-square test of independence were used for data analysis.

Main findings: 12, 9% of students were identified as probable cases of ED. The chi-square test of independence further showed that an increased incidence of indicators of ED was associated with a higher level of PIU.

**Key words:**

Eating disorders, problematic Internet use, university students



### **Vývinová potencialita a well being**

#### **DEVELOPMENTAL POTENTIALITY AND WELL-BEING**

**Stanislav Hvozdík**

*Univerzita Pavla Jozefa Šafárika, Filozofická fakulta, Katedra psychológie*

**Abstract:**

A Survey of PISA has found out, apart from other things, the deterioration of students' readiness to apply knowledge. The so called Košice Psychological School found even in the 80's of the last century that there is a big difference between knowledge acquired by students and their ability to apply it in practice. This text relates this phenomenon to inner learning models of the student and with his or her unwillingness to accept the dialectical form of well-being, as well as with difficulties to diversify identity and its presentation of itself in picture. We see learning itself as important, potentiality as relaxation of tension in the developmental structures. On the level of the school macro system there we can see as a problem the fact it is not possible to depoliticize the school and allow it to settle in the position of pre-political area. The pre-political area has better degree of personalisation potentiality.

**Key words:**

Development, potentiality, well-being

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### **Osobnostné a interpersonálne faktory spokojnosti s prácou a pohody učiteľov**

#### **PERSONAL AND INTERPERSONAL PREDICTORS OF TEACHERS' WORK SATISFACTION AND WELL-BEING**

**Anna Janovská**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra pedagogickej psychológie a psychológie zdravia*

**Oľga Orosová**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra pedagogickej psychológie a psychológie zdravia*

**Abstract:**

We studied subjective well-being using the concepts of hedonic perspective, the conception of social well-being, the five-factor personality model and the interpersonal concept of social support. We focused on identifying how emotionality levels, work satisfaction and social

well-being of teachers are affected by the supportive behaviour of the headmaster (dominant-cooperative, submissive-opposing) and by personality traits of the teacher (neuroticism, extraversion, agreeableness, openness, conscientiousness). We collected questionnaire data from 265 teachers (89.6% female) with the average age of 42.14 years (ranging from 24 to 68 years). The data was analysed using parametric tests of difference (one-way ANOVA) and the results confirmed the existence of significant differences in work satisfaction and social well-being of teachers by supportive behaviour of school headmaster. Neuroticism and conscientiousness seem to be the most significant personality factors in relation to the well-being of teachers.

**Key words:**

Personality traits, supportive behaviour, work satisfaction, social well-being, emotionality

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**Rola sociálnej opory v kontexte sexuálne rizikového správania**

**THE ROLE OF SOCIAL SUPPORT IN CONTEXT OF SEXUAL RISK BEHAVIOUR**

**Ondrej Kalina**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra pedagogickej psychológie a psychológie zdravia*

**Abstract:**

The aim of this research is to explore the associations between social support from family, friends and significant others and sexual risk behaviour of university students. The questionnaire concerning social support scale and questions about sexual behaviour (condom use, number of sexual partners, having sex under influence of drug or alcohol) was distributed to 807 first year university students (75% women, mean age 20.5, SD 1.9). Almost 70% of students reported having had sex; 14% have had 3 and more sexual partners; 29% did not use condom during first sex with new partner; 18% have had sex under drug or alcohol influence. The type and the level of social support was strongly associated with each type of sexual behaviour. Those students who reported higher rates of support from family and significant others were less likely to behave risky. On the other hand, those students who reported higher rates of support from friends were more likely to behave risky. From our results we may conclude that in this age group the specific sources of social support are quite important, as behaviours differ depending on the source.

**Key words:**

Sociálna opora, sexuálne rizikové správanie, univerzitní študenti

## **D. Pedagogické a psychologické aspekty školy a rodiny**

**Sebaúčinnosť a jej zdroje vo vzťahu k výkonu u vysokoškolských študentov**

### **SELF-EFFICACY AND ITS SOURCES IN RELATION TO PERFORMANCE IN UNIVERSITY STUDENTS**

**Karolína Barinková**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra pedagogickej psychológie a psychológie zdravia*

**Margita Mesárošová**

*Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta, Katedra psychológie*

#### **Abstract:**

The process of forming of self-efficacy through its sources, in recent years research received less attention. Therefore, the main aim of this dissertation work was to establish the rate of prediction of some sources to construct self-efficacy with respect to variability in the performance in a particular task to university students. The aim of this work was to demonstrate the greatest predictive power of sources to self-efficacy, where the skills and knowledges were verified as the new sources of self-efficacy. Research was conducted through an experiment in the total group of 200 university students with General Self-efficacy Scale and College Self-efficacy Inventory. Research has shown that skills and knowledge are the strongest predictors of self-efficacy given the changing role of the permormance tasks. The work has demonstrated significant relationships between self-efficacy and performance in various tasks. These results should be directed to the creation of procedures relating to the possibility of increasing self-efficacy through these sources in university students.

#### **Key words:**

Self-efficacy, sources of self-efficacy, performance.

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**Hodnotová orientácia študentov etickej výchovy**

### **THE ORIENTATION OF ETHICS EDUCATION STUDENTS TOWARDS VALUES**

**Katarína Čižmáriková**

*Univerzita Mateja Bela, Pedagogická fakulta, Katedra etickej a občianskej výchovy*

**Abstract:**

This paper deals with the values and the orientation towards values of those university students, who should lead others to positive values in their future professional life. The paper also presents the results of a survey among students of ethics education. The aim of the survey was to find out their preferences of ten life orientations based on the questionnaire of Schwartz.

**Key words:**

Values, university student of ethics education, ethics education

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**Puberta v kontexte vývinu osobnosti a formovania charakteru**

**PUBERTY WITHIN THE CONTEXT OF PERSONALITY DEVELOPMENT AND CHARACTER FORMATION**

**Emil Komárik**

*Univerzita Konštantína Filozofa v Nitre, Pedagogická fakulta*

**Abstract:**

Puberty is the period of sexual maturation. This fact shows so strong halo effect that overshadows all other developmental aspects, namely intellectual maturation, reinterpreting moral standards and the process of forming social relationships in the world of individuals. The author presents a theoretical framework for the development and maintenance of personal identity consisting of three repeated procedures: incorporation, resting, and freeing oneself from the structure of social collectivities, which bind and make him an element of social groups. Puberty in this context is the formative breakthrough from the bonds of family and shaping identity in relation to the peers (equivalent individuals). Education, which accentuates the role of sex in this period of development, may have a devastating impact on shaping the character of both men and women.

**Key words:**

Puberty, intellect, character, identity

## AGGRESSION IN OPINION OF PRIMARY SCHOOL STUDENTS

**Wanda Kulesza**

*Akademia Wychowania Fizycznego w Krakowie*

### **Abstract:**

Aggression among children and adolescents is not a new phenomenon. Recently conducted research and observations suggest that the manifestations of aggression take more drastic forms, while at the same time, the age of the perpetrators of aggressive behavior decreases. There are many causes of aggression, you can find them in the family, peer environment and in the media. This article is an attempt to present the opinion of primary school students on the phenomenon of violence in their schools. For this purpose, diagnostic survey method was used (technique surveys), the study was conducted in a group of 120 primary school students (classes IV - VI). The results that were obtained allowed to answer the research questions posed earlier, which included, inter alia: a subjective sense of safety among the surveyed students, the types of aggression first noticed at school, their response in dangerous situations and pedagogical staff reaction to the aggressive behavior of students.

### **Key words:**

Aggression, violence, safety

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## Štýl rodinnej výchovy ako významný faktor pri motivácii výkonu študenta

### STYLE OF THE FAMILY EDUCATION AS AN IMPORTANT FACTOR OF MOTIVATION FOR PERFORMANCE IN STUDENT

**Katarína Mayerová**

*Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied, Ústav pedagogiky, andragogiky a psychológie, Katedra andragogiky*

### **Abstract:**

The author of the scientific study deals with the affect of styles of the family education on the personality of the student in the context of motivation for performance. Draws attention on the existence of a link among the preferred styles of family education and structure of motivation for performance in comprehensive school students. Primarily she issued from the model of nine fields of education in the family monitoring of complex educational characteristics, namely emotional relationship and educational control parents independently and in the family as a whole and the model of motivation for performance

consisting of motive for performance, braking performance anxiety and anxiety supporting performance. In order to achieve goal was in the research sample 386 respondents applied research plan with analysis of variance, investigated the differences in the character of motivation in the regard to the preferred styles of the family education and complex educational characteristics. Statistically significant results were achieved at the level of braking performance anxiety, preferred style of the family education causes differences in braking performance anxiety and partial is shown only impact of the father's emotional relationship on motive for performance.

**Key words:**

Style of family education, emotional relationship, educational control, motivation for performance

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**Analýza metód hodnotenia aplikovaných v rodinnej výchove**

**ANALYSIS OF ASSESSMENT METHODS APPLIED IN FAMILY EDUCATION**

**Lenka Pasternáková**

*Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied, Ústav pedagogiky, andragogiky a psychológie, Katedra pedagogiky*

**Abstract:**

In this paper we pay attention to methods that are applied in family education. Refine involved in methods of remuneration and punishment. In this context, we analyze the views of parents on rewards and punishments, which are used in the education of their children.

**Key words:**

Family, education, evaluation, toward, punishment.

# Výchova a vzdelávanie 2014: Kontexty vzdelávania a výchovy v súčasnej perspektíve

Zborník abstraktov z medzinárodnej vedeckej konferencie  
5. - 6. februára 2014

**Zostavovatelia:** Mgr. Ján Juščák, PhD.  
PaedDr. Renáta Orosová, PhD.  
Mgr. Zuzana Nováková, PhD.

**Vydavateľ:** Univerzita Pavla Jozefa Šafárika v Košiciach

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