

DOCUMENT

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The name of the university Catholic University in Ružomberok
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OCA1. - Surname awarded to the assessed person

Dolinská

OCA2. - Name awarded to the assessed person

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OCA3. - Degrees awarded to the assessed person

doc. PaedDr., PhD.

1st evaluated output

1.

OCA5. - Area of assessment

B.A. Preschool and Elementary Education, M.A. Primary Education Teaching, Ph.D. Preschool and Elementary Education

OCA6. - Category of the research/ artistic/other output

scientific output

OCA7. - Year of publication of the research/artistic/other output

2023

OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)

ČIV3ID: 1075903 | The use of works of musical art in preschool education: A Slovak perspective / Rochovská, Ivana [Autor, 70%]; Dolinská, Eva [Autor, 15%]; Šváblová, Božena [Autor, 15%]. - [recenzované]. - DOI 10.22521/edupij.2023.123.4. - SCO In: Educational Process [textový dokument (print)] [elektronický dokument] : international journal. - Istanbul (Turecko) : Universitpark. - ISSN 2147-0901. - ISSN (online) 2564-8020. - Roč. 12, č. 3 (2023), s. 79-102 [tlačaná forma] [online]

OCA9. - Hyperlink to the record in CRPA or CRAA

<https://app.crepc.sk/?fn=detailBiblioForm&sid=CF1246C672FE53AF7092C4F09697>

Title of the publication to which the hyperlink points

The use of works of musical art in preschool education: A Slovak perspective

Justification of the RATP

The inclusion of this educational thematic unit is fully justified by current pedagogical and research evidence. Musical art in pre-primary education fosters cognitive, emotional, social, and aesthetic development, and directly reflects the needs and natural behaviours of children in the preschool age.

OCA11. - Characteristics of the output in the format of the CRPA or the CRAA bibliographic record, if the output is not available in a publicly accessible register or catalogue of outputs

ČIV3ID: 1075903 | The use of works of musical art in preschool education: A Slovak perspective / Rochovská, Ivana [Autor, 70%]; Dolinská, Eva [Autor, 15%]; Šváblová, Božena [Autor, 15%]. - [recenzované]. - DOI 10.22521/edupij.2023.123.4. - SCO In: Educational Process [textový dokument (print)] [elektronický dokument] : international journal. - Istanbul (Turecko) : Universitpark. - ISSN 2147-0901. - ISSN (online) 2564-8020. - Roč. 12, č. 3 (2023), s. 79-102 [tlačaná forma] [online]

OCA13. - Hyperlink to the webpage where the output is available (full text, other documentation, etc.)

extension://efaidnbmnnnibpcajpcglclefindmkaj/https://edupij.com/files/1/articles/article_307/EDUPIJ_307

OCA14. - Characteristics of the author's contribution

The findings of the conducted research clearly indicate the need to strengthen opportunities for preschool teachers to acquire high-quality professional knowledge and skills in the field of musical art. The results suggest that more systematic support in this domain may substantially enhance the quality of music-aesthetic activities implemented in pre-primary education. Furthermore, the outcomes provide a valuable impetus for continued scholarly inquiry—such as a more detailed analysis of teachers' responses with respect to their age, length of teaching practice, or professional background. Such research would enable a more precise estimation of current developmental trends in the use of musical artworks in preschool settings and would support the creation of more targeted recommendations for pedagogical practice.

OCA15. - Annotation of the output with contextual information concerning the description of creative process

and the content of the research/artistic/other activity, etc.

Štúdia skúma využívanie hudobného umenia v predprimárnom vzdelávaní a analyzuje faktory, ktoré ovplyvňujú pedagogickú prax učiteliek. Autorky vychádzajú z kritického reflexie umeleckej edukácie a z presvedčenia, že hudobné podnety významne formujú osobnostný, emocionálny a estetický rozvoj dieťaťa. Tvorivý proces výskumu spočíval v kombinácii analytického uvažovania, premysleného konštruovania výskumného nástroja a interpretácie dát získaných od 366 učiteliek materských škôl. Táto tvorivá syntéza umožnila identifikovať vzťah medzi odbornou pripravenosťou učiteliek, ich postojom k hudobnému umeniu a reálnym uplatňovaním hudobných aktivít v edukácii. Výsledky ukazujú, že aj napriek pomerne častému využívaniu hudobného umenia zostávajú kompetencie učiteliek v tejto oblasti pod priemerom, čo zdôrazňuje potrebu nových metodických riešení a tvorivej inovácie vo vzdelávacej praxi. / The study investigates the use of musical art in preschool education and examines how teachers' competencies, attitudes, and pedagogical decisions shape the integration of artistic stimuli in early learning. Positioned within contemporary discourse on arts-based education, the research evolves through a creative process that combines conceptual reflection on the role of music in child development with the construction of an author-designed questionnaire and the analysis of responses from 366 preschool teachers. This methodological synthesis allowed the authors to uncover patterns linking teachers' professional preparation, their personal relationship with musical art, and their actual classroom practices. The creative dimension of the research lies in transforming abstract pedagogical theories into empirically testable constructs, resulting in findings that highlight the need to strengthen teacher preparation and expand methodological support for arts-integrated education.

OCA16. - Annotation of the output in English

The output presents research focused on the use of musical art in preschool education from the perspective of kindergarten teachers in Slovakia. The study examines how frequently teachers incorporate musical works into educational activities, what sources they draw upon when planning music-related tasks, how they perceive children's interest in musical activities, and what opportunities they had to acquire professional knowledge in music during their preservice or in-service training. The findings show that although teachers use musical art more often than average, their opportunities to gain systematic knowledge in this area are below average. The study also confirms that better access to music-related professional education positively predicts teachers' attitudes toward musical art, and that more positive attitudes further predict its increased use in preschool settings. The results highlight the need to strengthen teacher training in musical art and suggest further research, particularly in relation to teachers' age and pedagogical experience, to better understand the development of musical art utilization in early childhood education.

OCA18. - Characteristics of the output's impact on socio-economic practice

Vedecká štúdia akcentuje fakt, že kvalitné umelecké vzdelávanie v predprimárnom veku významne podporuje rozvoj kognitívnych, sociálnych a emocionálnych kompetencií detí, ktoré tvoria základ budúceho ľudského kapitálu a adaptability pracovnej sily. Nedostatočné odborné znalosti učiteliek v oblasti hudobného umenia zároveň odhaľujú potrebu systematického profesijného rozvoja, čím sa otvára priestor pre rast dopytu po školeniach, metodických materiáloch a kreatívnych edukačných službách. To môže stimulovať segmenty kreatívneho priemyslu a vzdelávacích inovácií. Posilnenie kultúrnych kompetencií detí navyše prispieva k sociálnej kohézii a dlhodobej spoločenskej prosperite. / The scientific study highlights that high-quality arts education in the preschool years significantly enhances children's cognitive, social, and emotional competences, which constitute the foundation of future human capital and workforce adaptability. The insufficient professional knowledge of teachers in the field of musical arts simultaneously reveals the need for systematic professional development, thereby creating space for increased demand for training, methodological materials, and creative educational services. This, in turn, may stimulate segments of the creative industries and educational innovation. Moreover, strengthening children's cultural competences contributes to social cohesion and long-term societal prosperity.

OCA19. - Characteristics of the output and related activities' impact on the educational process

Štúdia významne prispieva k skvalitneniu výchovno-vzdelávacieho procesu tým, že odhaľuje pozitívny vplyv systematického využívania hudobného umenia na kognitívny, emocionálny a tvorivý rozvoj detí. Výskumné výsledky jasne naznačujú, že učitelia s priaznivým vzťahom k hudobnému umeniu ho integrujú do edukačných aktivít častejšie a efektívnejšie, čo vedie k bohatšej estetickému skúsenosti detí a ich celkovej osobnostnej kultivácii. Zároveň kladú dôraz na potrebu posilnenia profesijných kompetencií učiteliek, keďže znalosti v tejto oblasti sa ukázali ako nedostatočné. Štúdia tak predstavuje dôležitý impulz pre modernizáciu kurikula, rozšírenie metodologickej podpory a širšie začleňovanie umeleckých foriem do výchovno-vzdelávacej praxe. / The study makes a substantial contribution to improving the educational process by revealing the positive impact of systematically incorporating musical art on children's cognitive, emotional, and creative development. The research findings clearly indicate that teachers with a favourable relationship to musical art integrate it into educational activities more frequently and more effectively, thereby enriching children's aesthetic experience and supporting their overall personal development. At the same time, the results highlight the need to strengthen teachers' professional competences, as their knowledge in this area proved to be insufficient. The study thus serves as an important stimulus for curriculum modernisation, the expansion of methodological support, and the broader inclusion of artistic forms within educational practice.

2nd evaluated output

1.

OCA5. - Area of assessment

B.A. Preschool and Elementary Education, M.A. Primary Education Teaching, Ph.D. Preschool and Elementary Education

OCA6. - Category of the research/ artistic/other output

scientific output

OCA7. - Year of publication of the research/artistic/other output

2017

OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)

ID: 291376 AAA Inklúzia - determinant funkčnej gramotnosti žiakov sociálne znevýhodneného prostredia / Eva Dolinská, Ladislav Horňák ; Recenzenti Ľudmila Belášová, Janka Ferencová. - 1. vyd. - Drohobych : TREK-LTD, 2017. - 169 s. - ISBN 978617-7263-32-5.

OCA9. - Hyperlink to the record in CRPA or CRAA

http://www.crepc.sk/portal?fn=*review&uid=2203106&pageId=resultform&full=0

Title of the publication to which the hyperlink points

Inklúzia - determinant funkčnej gramotnosti žiakov sociálne znevýhodneného prostredia

Justification of the RATP

The publication constitutes a comprehensive scholarly source that analyses the determinants influencing students' educational success within the context of social inequality and highlights the crucial role of inclusive, learner-oriented instruction in fostering functional literacy. It underscores the necessity of creating an inclusive educational environment in which schools purposefully respond to learner diversity. The authors systematically explain that social disadvantage translates into unequal access to educational opportunities, reduced cultural capital, and limited support from the family environment. These factors function as significant barriers to the development of functional literacy—understood not only as the ability to read and write but also as the capacity to comprehend texts, work critically with information, and apply knowledge in everyday situations. The scientific monograph addresses the urgent need to enhance the educational prospects of pupils from socially disadvantaged backgrounds, strengthen their functional literacy, and reduce the risk of school failure. In doing so, it contributes to fulfilling the aims of inclusive education and promoting equity in learning, aligning with current national and international educational trends.

OCA11. - Characteristics of the output in the format of the CRPA or the CRAA bibliographic record, if the output is not available in a publicly accessible register or catalogue of outputs

ID: 291376 AAA Inklúzia - determinant funkčnej gramotnosti žiakov sociálne znevýhodneného prostredia / Eva Dolinská, Ladislav Horňák ; Recenzenti Ľudmila Belášová, Janka Ferencová. - 1. vyd. - Drohobych : TREK-LTD, 2017. - 169 s. - ISBN 978617-7263-32-5.

OCA14. - Characteristics of the author's contribution

The original scholarly contribution lies in the presentation of research findings on the financial literacy of marginalised Roma communities. The study further demonstrates the close interconnection between financial and functional literacy—emphasising that the ability to comprehend written text, locate relevant information, and apply it in practical, real-life contexts constitutes the fundamental basis for informed and effective financial decision-making. Deficits in functional literacy directly translate into limited capacity to interpret financial documents accurately, plan and manage expenditures, or navigate institutional and administrative procedures. The results therefore clearly indicate that strengthening functional literacy is an essential precondition for building financial self-sufficiency, responsible economic behaviour, and the overall social inclusion of individuals from socially excluded communities.

OCA15. - Annotation of the output with contextual information concerning the description of creative process and the content of the research/artistic/other activity, etc.

Primárnym cieľom monografie je priblížiť koncepciu širokospektrálnej jazykovej a komunikačnej výchovy zameranej na všestranný rozvoj osobnosti žiaka. Osobitnú pozornosť venuje zlepšovaniu dostupnosti vzdelávania pre rómskych žiakov a poukazuje na potrebu flexibilného, kultúrne citlivého pedagogického prístupu, ktorý reflektuje špecifiká prostredia, z ktorého deti pochádzajú. V tejto súvislosti analyzuje aj ekonomickú situáciu rómskej rodiny a jej vzťah k vzdelávaniu rómskych žiakov, čím zdôrazňuje, že sociálno-ekonomické podmienky významne determinujú školskú úspešnosť a motiváciu dieťaťa. Vo výskumnej časti sa monografia venuje neefektívnemu využívaniu finančných prostriedkov v prostredí marginalizovaných rómskych komún a identifikuje mechanizmy, ktoré oslabujú potenciál finančnej podpory v oblasti vzdelávania či rozvoja gramotnosti. Na záver sú uvedené odporúčania pre pedagogickú prax, ktoré sa snažia o začlenenie problematiky finančnej gramotnosti ako súčasť funkčnej gramotnosti do vyučovacieho procesu, pričom zdôrazňujú potrebu systematickej, dlhodobej podpory a prepojenia školy, rodiny a komunity. / The primary aim of the monograph is to present the concept of broad-spectrum language and communication education oriented toward the holistic development of the learner. It pays particular attention to improving the accessibility of education for Roma pupils and highlights the need for a flexible, culturally responsive pedagogical approach that reflects the specific conditions of the environments from which these children come. In this context, the monograph also examines the economic situation of Roma families and its relationship to the educational trajectories of Roma pupils, thereby emphasising that socio-economic factors significantly shape children's school success and motivation. In its research section, the monograph addresses the inefficient use of financial resources within marginalised Roma communities and identifies mechanisms that weaken the potential impact of financial support on education and literacy development. The concluding part offers recommendations for pedagogical practice aimed at integrating financial literacy—as an integral component of functional literacy—into the teaching process, while underscoring the need for systematic, long-term support and stronger collaboration between schools, families, and the wider community.

OCA16. - Annotation of the output in English

The primary goal of the monograph is to explore the concept of broad-spectrum language and communication education aimed at supporting the comprehensive development of the student's personality. It pays special attention to improving the accessibility and quality of education for Roma students, highlighting the need for pedagogical approaches that respond to linguistic, cultural, and socio-economic differences. In this context, the monograph also analyzes the economic situation of Roma families and explains how financial instability, limited access to institutional support, and structural disadvantages influence the educational trajectories of Roma pupils. In its research section, the monograph presents significant findings concerning the inefficient use of financial resources within marginalized Roma communities. The results reveal that low levels of financial literacy, combined with barriers in functional literacy, often lead to suboptimal financial decisions and hinder families' ability to effectively utilize available social assistance. The research further demonstrates that these financial limitations have tangible consequences for the educational process—such as irregular school attendance, insufficient learning materials, and reduced parental involvement. The data also show a clear link between the family's financial decision-making capacity and the child's long-term educational outcomes, reinforcing the importance of targeted interventions. Finally, the monograph offers recommendations for pedagogical practice that underscore the need to integrate financial literacy—understood as an essential component of functional literacy—into the teaching process. These recommendations emphasize equipping students with practical skills for informed decision-making, fostering critical thinking in everyday financial situations, and strengthening the cooperation between schools, families, and community institutions to support sustainable educational progress.

OCA17. - List of maximum 5 most significant citations corresponding to the output

308415: Činitele ovplyvňujúce vzdelávanie rómskych žiakov zo sociálne znevýhodneného prostredia = Factors affecting the education of roma pupils from socially disadvantaged environments / Diheneščiková, Lucia [Autor, 100%].

In: Nové výzvy v príprave budúcich učiteľov v 21. storočí [elektronický dokument] / Dolinská, Eva [Zostavovateľ, editor] ; Dudek, Mięczyślav [Zostavovateľ, editor] ; Záhorec, Ján [Zostavovateľ, editor] ; Bench, Olga [Recenzent] ; Kolibová, Daniela [Recenzent] ; Bursová, Janka [Recenzent] ; Horňák, Ladislav [Recenzent]. – 1. vyd. – Krasnystaw (Poľsko) : Polianna, 2021. – ISBN 978-83-959293-6-6, s. 117-135 [CD-ROM]

OCA18. - Characteristics of the output's impact on socio-economic practice

Vedecká monografia významne ovplyvňuje aj spoločensko-hospodársku oblasť, keďže poukazuje na prepojenie vzdelanostných deficitov žiakov zo sociálne znevýhodneného prostredia s ich budúcimi ekonomickými možnosťami. Tým, že presne identifikuje prekážky v oblasti jazyka, komunikácie a celkovej funkčnej pripravenosti žiakov, poskytuje dôležité podklady pre tvorbu cielenej vzdelávacej politiky zameranej na znižovanie nerovností. Výsledky výskumu zároveň ukazujú, že slabiny v základných zručnostiach potrebných pre porozumenie textu, orientáciu v informáciách či riešenie praktických situácií negatívne ovplyvňujú schopnosť jednotlivcov efektívne hospodáriť s financiami, pracovať s administratívnymi dokumentmi a využívať dostupné podporné mechanizmy, čo má priamy dopad na ich ekonomickú stabilitu. Monografia tak zásadne prispieva k spoločensko-hospodárskemu diskurzu tým, že zdôrazňuje význam vzdelávania ako kľúčového nástroja sociálnej mobility a ekonomickej inklúzie. Upozorňuje, že kvalitná edukácia žiakov zo znevýhodnených komunít je dlhodobou investíciou do znižovania chudoby, posilňovania pracovného trhu a rozvoja ľudského kapitálu regiónov. / The scientific monograph has a significant impact on the socio-economic sphere, as it highlights the connection between educational deficits among students from socially disadvantaged backgrounds and their future economic opportunities. By precisely identifying barriers in the areas of language, communication, and overall functional preparedness, it provides essential insights for shaping targeted educational policies aimed at reducing inequalities. The research findings further demonstrate that weaknesses in foundational skills necessary for text comprehension, information processing, and solving practical everyday situations negatively influence individuals' ability to manage finances effectively, work with administrative documents, and utilize available support mechanisms — all of which directly affect their economic stability. In this way, the monograph substantially contributes to the broader socio-economic discourse by emphasizing the role of education as a key instrument of social mobility and economic inclusion. It underscores that high-quality education for students from disadvantaged communities represents a long-term investment in poverty reduction, labor market strengthening, and the development of human capital within regions.

OCA19. - Characteristics of the output and related activities' impact on the educational process

Vedecký výstup predstavuje koncepciu širokospektrálnej jazykovej a komunikačnej výchovy, ktorá je zameraná na komplexný rozvoj žiakovej osobnosti. Špecificky je zameraný na zlepšenie dostupnosti vzdelávania rómskych žiakov zo sociálne znevýhodneného prostredia a v tejto súvislosti analyzuje aj ekonomickú situáciu ich rodín vo vzťahu ku vzdelávaniu. Výstup výskumnej časti rieši neefektívne využívanie financií v prostredí marginalizovaných rómskych komunít. Získané poznatky forsrujú začleniť problematiku finančnej gramotnosti ako súčasť funkčnej gramotnosti do vyučovacieho procesu. / The scientific output presents the conception of a broad-spectrum language and communication education focused on the complex development of pupil's personality. It is specifically targeted on improving the availability of education for Roma pupils coming from socially disadvantaged background. The publication also analyses the economic situation of Roma families relative to education. The output of the research addresses the inefficient use of funds intended for marginalised Roma communities. The knowledge acquired through the research invokes the incorporation of financial literacy as a part of functional literacy into the teaching process.

3rd evaluated output

1.

OCA5. - Area of assessment

B.A. Preschool and Elementary Education, M.A. Primary Education Teaching, Ph.D. Preschool and Elementary Education

OCA6. - Category of the research/ artistic/other output

scientific output

OCA7. - Year of publication of the research/artistic/other output

2023

OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)

ČIV3ID: 1071902 | Integrative Approach in Education – Determinant of the Understanding of an Artistic Text / Duda, Malgorzata [Author, 25%] ; Dolinská, Eva [Author, 25%] ; Porubčanová, Daša [Author, 25%] ; Lengyelfalussy, Tomáš [Author, 25%]. – [reviewed]. – DOI 10.15804/tner.2023.72.2.15 In: The New Educational Review [text document (print)] [electronic document] : International scientific journal founded by three universities from Czech Republic, Poland and Slovak Republic. – Toruń (Poland) : Wydawnictwo Adam Marszałek. – ISSN 1732-6729. – Year 72, no. 2 (2023), p. 201-217 [print] [online]

OCA9. - Hyperlink to the record in CRPA or CRAA

<https://app.crepc.sk/?fn=detailBiblioForm&sid=F9D8D464D56E4BF9F0940A9BFC71>

Title of the publication to which the hyperlink points

Integrative Approach in Education – Determinant of the Understanding of an Artistic Text

Justification of the RATP

The scientific study focuses on the effectiveness of the integrative approach in education and its impact on students' comprehension of artistic texts. The study demonstrates, both theoretically and empirically, that the integration of various art forms—musical, visual, dramatic, and literary—supports complex cognitive processes and enhances learners' ability to understand texts within broader contextual frameworks. It further highlights that an integrative approach develops analytical-critical thinking, aesthetic perception, the ability to synthesise and relate information, and fosters creativity—competencies that are essential in contemporary education. The incorporation of artistic stimuli into instruction increases student motivation, supports their personal development, and improves the overall quality of the teaching-learning process. Based on the study's findings, the inclusion of this thematic educational unit is therefore not only justified but also highly beneficial for pedagogical practice, as it empirically confirms the positive effect of integrative teaching on learners' comprehension, performance, and overall success in working with text.

OCA11. - Characteristics of the output in the format of the CRPA or the CRAA bibliographic record, if the output is not available in a publicly accessible register or catalogue of outputs

ČIV3ID: 1071902 | Integrative Approach in Education – Determinant of the Understanding of an Artistic Text / Duda, Malgorzata [Author, 25%] ; Dolinská, Eva [Author, 25%] ; Porubčanová, Daša [Author, 25%] ; Lengyelfalussy, Tomáš [Author, 25%]. – [reviewed]. – DOI 10.15804/tner.2023.72.2.15 In: The New Educational Review [text document (print)] [electronic document] : International scientific journal founded by three universities from Czech Republic, Poland and Slovak Republic. – Toruń (Poland) : Wydawnictwo Adam Marszałek. – ISSN 1732-6729. – Year 72, no. 2 (2023), p. 201-217 [print] [online]

OCA13. - Hyperlink to the webpage where the output is available (full text, other documentation, etc.)

file:///C:/Users/U%C5%BE%C3%ADvate%C4%BE/Downloads/Integrative_Approach_in_Education_-_Determinant_of.pdf

OCA14. - Characteristics of the author's contribution

The original scholarly contribution of the study lies in its integration of the theoretical concept of the syncretism of the arts with an empirically validated pedagogical experiment designed to test the effectiveness of an integrative instructional approach. The research provides original evidence that the use of multiple artistic media in text interpretation significantly enhances students' comprehension. Furthermore, the study opens new avenues for innovation in aesthetic and literary education by highlighting the practical value of arts integration within educational settings.

OCA15. - Annotation of the output with contextual information concerning the description of creative process and the content of the research/artistic/other activity, etc.

Vedecká štúdiá analyzuje integratívny prístup vo vzdelávaní a jeho vplyv na porozumenie umeleckého textu žiakmi, pričom zdôrazňuje prepojenosť rôznych druhov umenia a potrebu komplexného rozvoja estetického vnímania. V kontexte súčasnej interdisciplinárnej pedagogiky štúdiá reaguje na požiadavku metód podporujúcich tvorivé myslenie a hlbšie chápanie textu. Tvorivý proces výskumu spočíval v kombinácii teoretickej reflexie synkretizmu umení s empirickým experimentom, v ktorom žiaci interpretovali text prostredníctvom rôznych umeleckých médií. Tento postup ukázal, že integratívna výučba posilňuje kognitívne procesy aj estetickú skúsenosť. / The scientific study analyses the integrative approach in education and its impact on pupils' comprehension of artistic texts, emphasising the interconnectedness of various art forms and the need for a complex development of aesthetic perception. Within the context of contemporary interdisciplinary pedagogy, the study responds to the demand for methods that foster creative thinking and deeper textual understanding. The creative process of the research involved combining theoretical reflection on the syncretism of the arts with an empirical experiment in which pupils interpreted a text through multiple artistic media. This methodological synthesis demonstrated that integrative instruction enhances both cognitive processes and aesthetic experience.

OCA16. - Annotation of the output in English

The study offers a theoretical and empirical examination of the integrative approach within education and its impact on pupils' comprehension of artistic texts. It explores the interconnectedness of various art forms—literary, musical, visual, dramatic, and movement-based—and theorises syncretism as a natural component of children's cognitive and creative development. The authors argue that integration across artistic domains enhances holistic perception, supports interdisciplinary thinking, and enriches aesthetic experience. The empirical component presents a pedagogical experiment conducted with 165 eighth-grade pupils across five primary schools in Slovakia. The experiment compared traditional instruction in literature with an integrative approach in which pupils interpreted an artistic text using complementary artistic media. Pre- and post-test results demonstrated a substantial improvement in text comprehension within the experimental group, a finding further supported by statistical analyses including the Mann-Whitney U test and Chi-square tests. The study shows that integrative teaching fosters analytical-critical thinking, creativity, and deeper engagement with artistic texts. It concludes that the integrative approach not only strengthens cognitive and aesthetic competences but also aligns with contemporary educational demands for interdisciplinarity and holistic curriculum design. The authors emphasize the need for broader implementation of integrative methods in pedagogical practice and teacher education.

OCA17. - List of maximum 5 most significant citations corresponding to the output

- 1.(SCOPUS: 2-s2.0-85187888235) 1155670: Towards the study of professional corporate education in terms of its thematic focus and outcomes / Matulčíková, Marta [Author, 45%] ; Breveníková, Daniela [Author, 5%] ; Geršicová, Zuzana [Author, 25%] ; Hanuliaková, Jana [Author, 25%]. - [reviewed]. - DOI 10.28991/ESJ-2024-SIED1-04. - SCO In: Emerging Science Journal [electronic document] . - Calabria (Italy) : Ital Publication. - ISSN (online) 2610-9182. - suppl. Year 8 (2024), p. 58-72 [online]
- 2.(SCOPUS:2-s2.0-85209805200) 1244980: Strategies for pedagogical interventions to develop emotional intelligence (EI) of employees in a hybrid work schedule / Matulčíková, Marta [Autor, 37%] ; Breveníková, Daniela [Autor, 3%] ; Vaľko, Michal [Autor, 20%] ; Gawrych, Roman [Autor, 20%] ; Prochazka, David Anthony [Autor, 20%]. - [recenzované]. - DOI10.28991/ESJ-2024-08-05-023. - SCO. In: Emerging Science Journal [elektronický dokument] . - Calabria (Taliansko) : Ital Publication. - ISSN (online) 2610-9182. - Roč. 8, č. 5 (2024), s. 2073-2090 [online]
- 3.(KIS:EU Bratislava_EuUnCat/0312325) 1434080: Communication skills as part of continuing education for healthcareprofessions / Matulčíková, Marta [Autor, 97%] ; Breveníková, Daniela [Autor, 3%]. In: Studia teoretyczne w edukacji i pracy socjalnej [textový dokument (print)] : zbiór opracowań naukowych / Lajčín, Daniel [Recenzent] ; Gawrych, Roman [Recenzent] ; Pasternáková, Lenka [Recenzent] ; Noga, Henryk [Recenzent] ; Lengyelfalussy, Tomáš [Recenzent] ; Levická, Jana [Recenzent]. - 1. vyd. - Gdansk (Poľsko) : Wyższa Szkoła Społeczno-ekonomiczna W Gdańsku, 2025. - ISBN 978-837657-566-7, s. 85-100

OCA18. - Characteristics of the output's impact on socio-economic practice

Výsledky štúdie majú významný dopad na spoločensko-hospodársku prax, pretože poukazujú na to, že integratívny prístup vo vzdelávaní zvyšuje porozumenie textu a podporuje tvorivé, analytické a kritické myslenie žiakov. Tieto kompetencie predstavujú jadro moderného ľudského kapitálu, ktorý je nevyhnutný pre budúcu zamestnateľnosť, flexibilitu pracovnej sily a schopnosť adaptovať sa na meniace sa ekonomické podmienky. Zlepšenie kvality vzdelávania prostredníctvom integrácie umení tak môže v dlhodobom horizonte prispieť k efektívnejšiemu fungovaniu trhu práce a k posilneniu konkurencieschopnosti spoločnosti. Štúdia zároveň vytvára priestor pre rozvoj metodických služieb, odborných školení a nových edukačných materiálov, čo môže stimulovať dopyt v oblasti kreatívneho priemyslu a vzdelávacích inovácií. Posilnenie estetických a kultúrnych kompetencií žiakov nakoniec podporuje sociálnu kohéziu a kultúrnu participáciu, čo má pozitívny dopad na kvalitu života celej spoločnosti. / The findings of the study have a significant impact on socio-economic practice, as they demonstrate that an integrative approach to education enhances text comprehension while fostering pupils' creative, analytical, and critical thinking skills. These competencies form the core of modern human capital and are essential for future employability, workforce flexibility, and the ability to adapt to evolving economic conditions. Improving the quality of education through the integration of the arts can therefore, in the long term, contribute to more efficient labour-market performance and strengthen societal competitiveness. The study also opens avenues for the development of methodological services, specialised training, and innovative educational materials, potentially stimulating demand within the creative industries and the educational innovation sector. Ultimately, the enhancement of pupils' aesthetic and cultural competencies supports social cohesion and cultural participation, producing a positive long-term effect on the overall quality of life within society.

OCA19. - Characteristics of the output and related activities' impact on the educational process

Vedecká štúdia významne ovplyvňuje výchovno-vzdelávací proces tým, že preukazuje efektívnosť integratívneho prístupu pri interpretácii umeleckého textu. Experimentálne overené výsledky ukazujú, že prepájanie literárnych diel s hudobnými, výtvarnými či dramatickými prvkami vedie k lepšiemu porozumeniu textu, pričom žiaci v experimentálnej skupine dosiahli vyššie skóre v porovnávacích testoch než žiaci učitelia sa tradičnou metódou. Tento postup podporuje analyticko-kritické myslenie, tvorivosť a estetickú senzitivitu, čo priamo obohacuje kvalitu učenia. Integratívny prístup zároveň zvyšuje motiváciu žiakov a posilňuje ich schopnosť prepájať poznatky naprieč predmetmi, čím prispieva k holistickému modelu vzdelávania. Štúdia poskytuje aj dôležitý metodický impulz pre učiteľov – poukazuje na potrebu širšieho využívania interdisciplinárnych stratégií a tvorby didaktických materiálov, ktoré prepájajú rôzne oblasti umeleckej edukácie. Tým podporuje modernizáciu učebných postupov a profesionálny rozvoj pedagógov. / The study has a substantial impact on the educational process by demonstrating the effectiveness of an integrative approach in enhancing pupils' comprehension of artistic texts. Empirical findings show that combining literary instruction with musical, visual, or dramatic elements leads to significantly higher learning outcomes compared with traditional methods, as evidenced by the superior performance of pupils in the experimental group. This approach strengthens analytical and critical thinking, fosters creativity, and deepens aesthetic sensitivity, thereby enriching the overall quality of learning. Moreover, integrative teaching increases pupils' motivation and supports their ability to connect knowledge across subject areas, which aligns with contemporary holistic educational models. The study also provides valuable methodological guidance for educators, emphasizing the need to incorporate interdisciplinary strategies and to develop didactic materials that link multiple domains of artistic education. Consequently, the study contributes to the modernization of instructional practices and the professional development of teachers.

4th evaluated output

1.

OCA5. - Area of assessment

B.A. Preschool and Elementary Education, M.A. Primary Education Teaching, Ph.D. Preschool and Elementary Education

OCA6. - Category of the research/ artistic/other output

scientific output

OCA7. - Year of publication of the research/artistic/other output

2021

OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)

KnAAB V11 ID: 449315 | Interpretácia umeleckého diela v predprimárnom vzdelávaní [textový dokument (print)] [monografia (do 2021)] / Rochovská, Ivana [Autor, 60%]; Dolinská, Eva [Autor, 10%]; Gažiová, Mária [Autor, 4%]; Huľová, Zlatica [Autor, 3%]; Švábová, Božena [Autor, 9%]; Pondelíková, Renáta [Autor, 5%]; Gašparová, Miroslava [Autor, 3%]; Broznanová, Monika [Autor, 3%]; Lipárová, Lenka [Autor, 3%]; Akimjak, Amantius [Recenzent]; Mazur, Piotr [Recenzent]; Karbownikczek, Jolanta [Recenzent]; Turzák, Tomáš [Recenzent]. – 1. vyd. – Ružomberok (Slovensko) : Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU, 2021. – 422 s. [20,40 AH] [tlačená forma]. – ISBN 978-80-561-0889-5

OCA9. - Hyperlink to the record in CRPA or CRAA

<https://app.crepc.sk/?fn=ResultFormChildKIOC3&seo=CREP%C4%8C-Zoznam-z%C3%A1znamov>

Title of the publication to which the hyperlink points

Interpretácia umeleckého diela v predprimárnom vzdelávaní

Justification of the RATP

The scientific monograph *Interpretation of Artistic Works in Pre-primary Education* represents a significant contribution to scholarly and creative pedagogical activity. It provides a comprehensive theoretical and empirical foundation for the integration of visual, musical, literary, and dramatic arts into early childhood education, and it systematically demonstrates the developmental potential of art for preschool-aged children. The work advances current knowledge by linking syncretic and multisensory approaches with curriculum requirements and by offering innovative perspectives on aesthetic, cultural, and communicative development in pre-primary education. The empirical component of the monograph enriches scientific research in the field by analysing preschool teachers' professional preparedness, their access to art theory and history, and their needs for methodological support. The findings underscore the educational relevance of art interpretation as a tool for fostering visual literacy, critical thinking, aesthetic sensitivity, and communication skills. By providing theoretical insights, methodological frameworks, and practical recommendations, the monograph meaningfully contributes to contemporary pedagogical discourse and represents an important output of scientific and creative activity.

OCA11. - Characteristics of the output in the format of the CRPA or the CRAA bibliographic record, if the output is not available in a publicly accessible register or catalogue of outputs

KnAAB V11 ID: 449315 | Interpretácia umeleckého diela v predprimárnom vzdelávaní [textový dokument (print)] [monografia (do 2021)] / Rochovská, Ivana [Autor, 60%]; Dolinská, Eva [Autor, 10%]; Gažiová, Mária [Autor, 4%]; Huľová, Zlatica [Autor, 3%]; Švábová, Božena [Autor, 9%]; Pondelíková, Renáta [Autor, 5%]; Gašparová, Miroslava [Autor, 3%]; Broznanová, Monika [Autor, 3%]; Lipárová, Lenka [Autor, 3%]; Akimjak, Amantius [Recenzent]; Mazur, Piotr [Recenzent]; Karbownikczek, Jolanta [Recenzent]; Turzák, Tomáš [Recenzent]. – 1. vyd. – Ružomberok (Slovensko) : Katolícka univerzita v Ružomberku. VERBUM - vydavateľstvo KU, 2021. – 422 s. [20,40 AH] [tlačená forma]. – ISBN 978-80-561-0889-5

OCA13. - Hyperlink to the webpage where the output is available (full text, other documentation, etc.)

OCA14. - Characteristics of the author's contribution

The monograph's original scholarly contribution lies in the systematic elaboration of the concept of art interpretation as a key component of pre-primary education. The publication offers an original linkage between theoretical insights into the syncretism of artistic forms and a detailed analysis of their didactic potential, thereby establishing a new framework for understanding arts education in early childhood. The monograph further develops an authorial model of interpreting works of art that integrates literary, musical, dramatic, and visual stimuli into a single, coherent educational process. This model is substantiated by empirical findings on teachers' competencies, their artistic attitudes, and the concrete modalities through which art is mediated in kindergartens, thus providing new knowledge about the relationship between a teacher's professional preparedness and the quality of artistic stimulation afforded to children.

OCA15. - Annotation of the output with contextual information concerning the description of creative process and the content of the research/artistic/other activity, etc.

Monografia sa venuje obsahovej analýze odbornej literatúry so zameraním na interpretáciu umeleckého diela a získavaniu terénnych dát k spracovaniu teoretických východísk danej problematiky – využívania interpretácie umeleckého diela v predprimárnom vzdelávaní. Teoretické východiská danej problematiky boli spracované najmä v teoretickej časti vedeckej monografie. Ďalej sme skúmali názory učiteliek materských škôl na opodstatnenosť zaradenia témy interpretácie vizuálneho umenia do Štátneho vzdelávacieho programu pre predprimárne vzdelávanie v materských školách (2016), na ich skúsenosti z realizácie vizuálnej interpretácie diela vo vzdelávacom procese, ako aj ich záujem o knižné publikácie zamerané na danú tému. / The monograph focuses on a content analysis of scholarly literature related to the interpretation of artistic works, as well as on the collection of field data used to develop the theoretical foundations of the topic—specifically, the use of art interpretation in pre-primary education. The theoretical framework of the issue is elaborated in detail in the theoretical section of the scientific monograph. Furthermore, the study examines preschool teachers' views on the appropriateness of including the topic of visual art interpretation in the State Educational Program for Pre-primary Education in Kindergartens (2016), their experiences with implementing visual interpretation activities in educational practice, and their interest in book publications devoted to this subject.

OCA16. - Annotation of the output in English

Art has become an essential component of contemporary education, with integrative and interdisciplinary artistic approaches gaining a particularly strong position in pre-primary pedagogy. This scientific monograph aims to offer a comprehensive perspective on the diverse possibilities of using art within early childhood education. It challenges the traditional notion that art belongs solely to an intuitive, private or non-transferable realm; instead, it presents art as a symbolic system with its own internal logic, distinct from but complementary to the logic of discursive language. Through a syncretic lens, the monograph analyses the complex processes involved in children's communication with art, interweaving insights from literature, music, drama and the visual arts. This holistic approach allows for a deeper understanding of how various artistic forms stimulate perception, imagination, emotional development, symbolic thinking and the construction of meaning in early childhood. The publication also presents empirical findings based on the opinions of kindergarten teachers from the Brezno district regarding the justification for including visual art interpretation in the *State Educational Program for Pre-primary Education in Kindergartens* (2016). Their experiences with implementing visual interpretation in educational practice provide valuable insights into current pedagogical needs, obstacles and opportunities. The monograph thus not only contributes to theoretical discourse but also formulates recommendations aimed at strengthening teachers' competencies, enriching educational practice and supporting the holistic development of children through meaningful engagement with art.

OCA17. - List of maximum 5 most significant citations corresponding to the output

(Emerging Sources Citation Index:001018391800006; Web of Science Core Collection:WOS:001018391800006; KIS:UMB B. Bystrica_UmbUnCat/0321694) 1071118: The use of creative drama methods within kindergartens from the perspective of the teaching staff / Rochovská, Ivana [Autor, 80%] ; Švábová, Božena [Autor, 20%]. – [recenzované]. – DOI 10.33225/pec/23.81.388. – ESCI ; WOS CC. In: *Problems of education in the 21st century* [textový dokument (print)] [elektronický dokument] . – Šiauliai (Litva) : Scientia Socialis. – ISSN 1822-7864. – ISSN (online) 2538-7111. – Roč. 81, č. 3 (2023), s. 388-400 [tlačaná forma] [online]

OCA18. - Characteristics of the output's impact on socio-economic practice

Monografia má výrazný hospodársko-spoločenský dopad, keďže podporuje rozvoj tvorivosti, vizuálnej gramotnosti, komunikačných schopností a emocionálnej inteligencie detí už v ranom veku. Tieto schopnosti tvoria základ budúcej adaptability jednotlivca na požiadavky trhu práce, kde sa čoraz viac presadzujú kompetencie spojené s tvorivým myslením, schopnosťou riešiť problémy a efektívne komunikovať. Publikácia zároveň prispieva k profesionalizácii práce pedagogických zamestnancov – poskytuje teoretické východiská aj metodické námety, ktoré zvyšujú kvalitu vzdelávacích služieb a tým aj celkovú úroveň ľudského kapitálu v regiónoch. Vďaka podpore umeleckej edukácie posilňuje monografia tiež kultúrnu participáciu, návštevnosť kultúrnych inštitúcií a celkové povedomie o hodnote kultúry v spoločnosti. Nepriamo tak podporuje aj lokálnu ekonomiku a dlhodobý rozvoj spoločnosti založenej na tvorivosti, kultúrnom dedičstve a aktívnej občianskej participácii. Monografia preto predstavuje významný príspevok nielen pre vzdelávanie, ale aj pre širšiu spoločensko-hospodársku prax. / The monograph has a significant socio-economic impact, as it promotes the development of creativity, visual literacy, communication skills, and emotional intelligence in children from an early age. These abilities form the foundation of an individual's future adaptability to the demands of the labor market, where competencies related to creative thinking, problem-solving, and effective communication are increasingly valued. The publication also contributes to the professionalization of pedagogical staff by offering theoretical frameworks and methodological guidance that enhance the quality of educational services and, consequently, the overall level of human capital in regional contexts. By strengthening artistic education, the monograph also fosters cultural participation, increases engagement with cultural institutions, and raises awareness of the value of culture within society. Indirectly, it supports local economic development and the long-term growth of a society built on creativity, cultural heritage, and active civic participation. The monograph therefore represents a meaningful contribution not only to the field of education but also to broader socio-economic practice.

OCA19. - Characteristics of the output and related activities' impact on the educational process

Monografia má ambíciu zvýšiť povedomie pedagogických zamestnancov materských škôl o dôležitosti a opodstatnenosti zaradenia interpretácie vizuálneho umenia už v predprimárnom vzdelávaní. Usiluje sa o posilnenie ich odborných kompetencií v oblasti umenia – najmä o hlbšie poznanie rôznych umeleckých smerov, techník a výrazových prostriedkov, ako aj o rozšírenie a prehĺbenie vedomostí z teórie a dejín umenia. Týmto spôsobom monografia podporuje aj zvyšovanie záujmu učiteľiek a učiteľov o aktívne začleňovanie umeleckých podnetov do vlastného života, či už v pozícii recipienta alebo tvorcu, a zároveň aj do každodenných činností a edukačných aktivít detí v materskej škole. Publikácia zároveň poskytuje pedagogickým zamestnancom metodické usmernenia a širokú škálu praktických námetov, ako realizovať interpretačné aktivity s deťmi. Ponúka konkrétne postupy, ktoré umožňujú rozvíjať tvorivosť, vizuálnu gramotnosť, estetické cítenie a komunikačné schopnosti detí prostredníctvom ich kontaktu s umením a umeleckým dielom v hravých, vekovo primeraných a pedagogicky zmysluplných formách. / The monograph aims to enhance kindergarten teachers' awareness of the importance and educational validity of introducing visual art interpretation already at the pre-primary level. Its ambition is to strengthen the professional competences of kindergarten teachers in the field of art—particularly by deepening their knowledge of various artistic movements, techniques, and approaches, as well as expanding their understanding of art theory and art history. By developing these competencies, the monograph seeks to encourage teachers to integrate art more actively into their own lives, both as recipients and as creators, and to incorporate artistic experiences meaningfully into children's daily activities in kindergarten. At the same time, the publication provides teachers with clear methodological guidelines and a wide range of practical suggestions for implementing interpretive activities with children. These methodological tools support teachers in designing developmentally appropriate, aesthetically enriching, and pedagogically purposeful experiences that help children engage with art in ways that foster creativity, imagination, sensory perception, emotional development, and early cultural awareness.

5th evaluated output

1.

OCA5. - Area of assessment

B.A. Preschool and Elementary Education, M.A. Primary Education Teaching, Ph.D. Preschool and Elementary Education

OCA6. - Category of the research/ artistic/other output

scientific output

OCA7. - Year of publication of the research/artistic/other output

2025

OCA8. - ID of the record in the Central Registry of Publication Activity (CRPA) or the Central Registry of Artistic Activity (CRAA)

ČIV3 ID: 1427815 | Interpretation of literary art in preschool education from the preschool educators' perspective / Rochovská, Ivana [Autor, 60%] ; Dolinská, Eva [Autor, 15%] ; Švábová, Božena [Autor, 15%] ; Brozmanová, Monika [Autor, 10%]. – [recenzované]. – DOI 10.18421/TEM143-43. – SCO ; WOS CC ; ESCI. In: TEM Journal [textový dokument (print)] [elektronický dokument] : Technology, Education, Management, Informatics. – Novi Pazar (Srbsko) : Association for Information Communication Technology Education and Science. – ISSN 2217-8309. – ISSN (online) 2217-8333. – Roč. 14, č. 3 (2025), s. 2381-2389 [tlačaná forma] [online]

OCA9. - Hyperlink to the record in CRPA or CRAA

<https://app.crepc.sk/?fn=detailBiblioForm&sid=288AEB55AAC803403E0E40B08CCB>

Title of the publication to which the hyperlink points

Interpretation of literary art in preschool education from the preschool educators' perspective

Justification of the RATP

The inclusion of the scientific study *Interpretation of Literary Art in Preschool Education from the Preschool Educators' Perspective* within scientific and creative activity is warranted, as it delivers current, empirically validated insights into the use of literary art in pre-primary education. Based on a representative sample of 366 preschool teachers, the research shows that although the overall utilisation of literary art in kindergartens is above average, opportunities for pedagogical staff to acquire specialised knowledge in literary art—both during initial teacher education and through lifelong learning—remain below average. The study further confirms a significant association between teachers' professional preparedness, their personal orientation toward literary art, and the extent to which they incorporate it into instructional practice. Regression analyses demonstrate that greater opportunities for knowledge acquisition significantly predict more positive attitudes toward literary art ($p < .001$), and that these attitudes, in turn, significantly predict its actual integration into educational activities ($p < .001$). Accordingly, the publication offers important recommendations for practice: it identifies the need to systematically strengthen teachers' competences in literary art and underscores its value for developing children's linguistic, communicative, emotional, and cognitive abilities. Its inclusion in scientific and creative activity is therefore fully justified and contributes to enhancing the quality of pre-primary education.

OCA11. - Characteristics of the output in the format of the CRPA or the CRAA bibliographic record, if the output is not available in a publicly accessible register or catalogue of outputs

ČIV3 ID: 1427815 | Interpretation of literary art in preschool education from the preschool educators' perspective / Rochovská, Ivana [Autor, 60%] ; Dolinská, Eva [Autor, 15%] ; Švábová, Božena [Autor, 15%] ; Brozmanová, Monika [Autor, 10%]. - [recenzované]. - DOI 10.18421/TEM143-43. - SCO ; WOS CC ; ESCI. In: TEM Journal [textový dokument (print)] [elektronický dokument] : Technology, Education, Management, Informatics. - Novi Pazar (Srbsko) : Association for Information Communication Technology Education and Science. - ISSN 2217-8309. - ISSN (online) 2217-8333. - Roč. 14, č. 3 (2025), s. 2381-2389 [tlačaná forma] [online]

OCA13. - Hyperlink to the webpage where the output is available (full text, other documentation, etc.)

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extension://efaidnbmnnnibpcjpcglclefindmkaj/https://www.temjournal.com/content/143/TEMJournalAugust2025_2381_2389.pdf

OCA14. - Characteristics of the author's contribution

The original scholarly contribution lies primarily in the study's empirical identification of a direct relationship between the level of a teacher's professional competencies, their personal orientation toward literature, and the subsequent incorporation of literary activities into educational practice. The findings highlight a specific weakness in teacher preparation—namely, the lack of systematic and comprehensive training in the field of literary arts. At the same time, the study opens space for the development of new methodological materials, the refinement of curricular content, and the design of targeted professional development aimed at strengthening teachers' expertise in literary education.

OCA15. - Annotation of the output with contextual information concerning the description of creative process and the content of the research/artistic/other activity, etc.

Štúdia prezentuje výsledky výskumu zisťujúceho vzdelávacie potreby učiteľov a ich záujem o témy kurzov a vzdelávacích programov v súvislosti s aktuálnymi potrebami vyplývajúcimi zo zmien v slovenskom školstve v dôsledku postupného presadzovania inklúzie. Hlavnou výskumnou metódou bol dotazník zameraný na zisťovanie potrieb učiteľov primárneho vzdelávania na profesijný rozvoj a vzdelávanie, identifikácia potrieb učiteľov primárneho vzdelávania pre úspešnú implementáciu inklúzie vo vzdelávaní žiakov zo sociálne znevýhodneného prostredia. Táto štúdia prezentuje, či existujú štatisticky významné rozdiely v sebareflexívnom vnímaní potreby zlepšovania sa v témach súvisiacich s realizáciou inkluzívneho vzdelávania a charakteristikách respondentov (vek, dĺžka pedagogickej praxe, ochota osobnostne rásť a vzdelávať sa). / The study presents the results of the research examining the educational needs of the teachers and their interest about the themes of courses and educational programmes in connection with actual needs arising from changes in the Slovak education system due to the gradual promotion of inclusion. The main research method was the questionnaire aimed at detection of primary level teachers' needs for the professional development and trainings, the identification of primary education teachers' needs for successful implementation of inclusion in the learning of the pupils from socially disadvantaged backgrounds. This study presents if there exist statistically significant differences in selfreflexive perception of the need to improve in topics related to the implementation of inclusive education and the characteristics of respondents (age, length of the teaching practice, willingness to grow personally and to educate)

OCA16. - Annotation of the output in English

This study explores how literary art is incorporated into early childhood education in Slovakia and investigates the underlying factors that shape its pedagogical use. By analysing data from a nationwide sample of 366 preschool teachers, the research provides insight into the current position of literary activities within preschool curricula as well as the professional conditions that support or hinder their application. Although respondents reported that literary works are present in preschool classrooms on a relatively regular basis, the results reveal notable shortcomings in the professional preparation of teachers. Many participants indicated limited exposure to specialised courses on children's literature or literary theory during their initial training and only sporadic opportunities for related professional development. The study also identifies a generally modest personal engagement with literary art among educators, reflected in low participation in literary events and limited involvement in creative literary activities. Both professional preparedness and personal orientation toward literature were found to be significant predictors of how consistently teachers work with literary texts in practice. Taken together, these findings point to the need for stronger integration of literary education into teacher-training programmes, as well as accessible, well-structured in-service training to enhance the quality and frequency of literary experiences offered to young children.

OCA18. - Characteristics of the output's impact on socio-economic practice

Štúdia má významný dopad na spoločensko-hospodársku prax, keďže poukazuje na potrebu systematického rozvoja ľudského kapitálu v oblasti predprimárneho vzdelávania. Nedostatočné kompetencie učiteliek v práci s literárnym umením môžu nepriamo ovplyvňovať dlhodobú kvalitu čitateľskej gramotnosti populácie, ktorá je kľúčovým predpokladom pre uplatnenie na trhu práce a pre konkurencieschopnosť krajiny. Posilnenie vzdelávania učiteliek tak predstavuje investíciu s výrazným spoločenským návratom. Štúdia zároveň upozorňuje na potrebu metodických a vzdelávacích služieb, čo môže stimulovať dopyt po odborných školeniach, kurikulárnych inováciách a vzniku nových edukačných materiálov. To vytvára priestor pre spoluprácu medzi akademickou sférou, praxou a tvorcami verejných politík. Výsledky výskumu napokon poukazujú na to, že kvalitne pripravení pedagógovia podporujú u detí rozvoj kultúrneho povedomia, jazykových zručností a kreatívneho myslenia – čím prispievajú k budovaniu vzdelanej, adaptabilnej a kultúrne uvedomelej spoločnosti./The study has a significant impact on socio-economic practice, as it highlights the need for the systematic development of human capital in the field of early childhood education. Insufficient competencies among preschool teachers in working with literary art may indirectly influence the long-term quality of population-level reading literacy, which constitutes a fundamental prerequisite for labour-market participation and for the overall competitiveness of the country. Strengthening teacher education in this domain therefore represents an investment with substantial social returns. The study also underscores the growing need for methodological and educational support services, which may stimulate demand for specialised training, curricular innovation, and the development of new educational materials. This creates opportunities for collaboration between academia, educational practitioners, and policymakers. Ultimately, the research findings demonstrate that well-prepared educators foster children's cultural awareness, linguistic development, and creative thinking—contributing to the cultivation of an educated, adaptable, and culturally conscious society.

OCA19. - Characteristics of the output and related activities' impact on the educational process

Vedecká štúdia prináša viacero podstatných dopadov na vzdelávací proces v materských školách, keďže poukazuje na nesúlad medzi deklarovanou frekvenciou využívania literárneho umenia a skutočnou odbornou pripravenosťou učiteliek. Nedostatočné vedomosti získané počas pregraduálnej prípravy a obmedzené možnosti ďalšieho vzdelávania ukazujú, že súčasné vzdelávacie programy nevenujú literárnemu umeniu dostatočný priestor. Tento deficit ovplyvňuje kvalitu interpretácie textov aj hĺbku práce s detským čitateľom, čo môže viesť k povrchnej alebo stereotypnej aplikácii literárnych aktivít. Výskum zároveň ukazuje, že osobný vzťah učiteliek k literatúre má priamy vplyv na ich pedagogickú prax. Posilnenie individuálnej čitateľskej kultúry pedagógov by preto mohlo vytvoriť prirodzenejší a motivujúci priestor pre rozvoj detských čitateľských návykov. Dopad štúdie sa prejavuje aj v potrebe rozšíriť ponuku metodických podporných materiálov a kvalitných školení, ktoré učiteľkám poskytnú praktické nástroje na efektívnu integráciu literárnych diel do každodenných aktivít. Celkovo štúdia upozorňuje, že systematické investície do prípravy učiteliek, prepojené s budovaním pozitívneho vzťahu k literatúre, môžu zásadne zvýšiť kvalitu literárnych zážitkov detí a podporiť ich jazykový i kultúrny rozvoj. / The study generates several important implications for the educational process in preschools, as it reveals a discrepancy between the reported frequency of using literary art and teachers' actual level of professional preparedness. Insufficient knowledge acquired during pre-service training, combined with limited opportunities for further professional development, indicates that current teacher education programmes do not allocate adequate attention to literary art. This deficit directly affects the quality of text interpretation and the depth of interactions with young readers, potentially leading to superficial or routine application of literary activities. The research also demonstrates that teachers' personal relationship with literature significantly shapes their pedagogical practice. Strengthening the individual reading culture of educators could therefore create a more natural and motivating environment for cultivating children's early reading habits. The study additionally highlights the need to expand the availability of methodological resources and high-quality training opportunities that would provide teachers with practical tools for the effective integration of literary works into daily educational activities. Overall, the study underscores that systematic investment in teacher preparation—combined with the development of a positive, personally meaningful relationship with literature—has the potential to substantially enhance the quality of children's literary experiences and to support their linguistic and cultural development.

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