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### **THIRTY YEARS OF ENGLISH TEACHER TRAINING IN BEREHOVE (1994-2024)**

*This article provides a detailed historical overview of the development and evolution of the English language teacher training program at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education in Berehove, Ukraine, spanning from its establishment in the mid-1990s to the present day. The primary goal of this study is to document the implementation and development of the initial program and new proposals, analyse their adaptation to changing educational needs, and highlight the commitment to fostering student talent and research. Employing a chronological narrative, supplemented by an analysis of departmental records, the article traces the program's progression from its initial affiliation with a Hungarian institution to its current status as a provider of comprehensive bachelor's and master's degrees in English philology. It examines key milestones, including the introduction of new specializations, the discontinuation of others due to ministerial directives, and the implementation of programs tailored to meet the region's evolving educational needs, such as primary school English teacher training. A significant focus is placed on the college's dedication to nurturing student research through initiatives like the Ilona Zrínyi Transcarpathian Hungarian Specialized Course, designed to cultivate gifted students, and the organization of annual scientific student conferences. Furthermore, the article highlights the program's efforts to facilitate student mobility through international exchange programs and participation in national and international competitions, demonstrating its commitment to aligning with European higher education standards. The underlying implications of this study lie in its demonstration of the resilience and adaptability of a minority language higher education institution operating within a modern geopolitical context. It underscores the importance of fostering student research, international collaboration, and continuous adaptation to educational reforms in enhancing educational quality and developing highly qualified English language professionals for the region.*

**Keywords:** English teacher training, BA and MA training programs, student conferences, higher education, Transcarpathia.

**Лізак Катерина, Густі Ілона, Надь-Коложварі Еніке. Тридцять років підготовки вчителів англійської мови в Берегові (1994-2024)**

У статті висвітлено основні етапи розвитку програми підготовки вчителів англійської мови в Закарпатському угорському інституті ім. Ференца Ракоці II у місті Берегові, Україна, від її заснування в середині 1990-х років до сьогодні. Основна мета цього дослідження - задокументувати реалізацію та розвиток початкової програми та нових пропозицій, проаналізувати їх адаптацію до мінливих освітніх потреб, а також наголосити на прихильності до розвитку студентських талантів і дослідницької діяльності. На основі хронологічної послідовності, доповненої аналізом даних кафедри, у статті простежується розвиток першої програми, яка на початку функціонувала в рамках афілійованої установи, до нинішнього статусу освітнього закладу, що пропонує програми підготовки бакалаврів та магістрів з англійської філології. Також, у статті розглядаються ключові віхи, зокрема запровадження нових спеціалізацій та закриття інших через міністерські постанови, а також реалізація програм, адаптованих до мінливих освітніх потреб регіону, як-от підготовка вчителів англійської мови для початкової школи. Значна увага приділено прагненню закладу розвивати студентську наукову діяльність через такі ініціативи, як Закарпатська угорська фахова колегія вищої освіти імені Ілони Зріні, покликану підтримувати обдарованих студентів, та організацію щорічних наукових студентських конференцій. Також у статті висвітлено прагнення кафедри сприяти участі студентів як у програмах міжнародної академічної мобільності, так і в національних і міжнародних конкурсах, що демонструє прихильність навчального закладу до європейських стандартів вищої освіти. Основне значення даного дослідження полягає в тому, що воно демонструє сталість вищого навчального закладу з викладанням мовою меншини та її здатність до адаптації, в умовах сучасного геополітичного контексту. Підкреслено важливість розвитку студентських досліджень, міжнародної співпраці та постійної адаптації до освітніх реформ для підвищення якості освіти та підготовки висококваліфікованих фахівців з англійської мови для регіону. Також, в статті акцентовано увагу на важливості виховання нового покоління викладачів, які здатні ефективно працювати в умовах сучасних освітніх викликів.

**Ключові слова:** підготовка вчителів англійської мови, програми підготовки бакалавра та магістра, студентські конференції, вища освіта, Закарпаття.

**Lizak Kateryna, Husti Ilona, Nagy-Kolozsvari Enike. Trzydzieści lat kształcenia nauczycieli języka angielskiego w Bereowie (1994-2024)**

Artykuł zawiera szczegółowy przegląd historyczny rozwoju i ewolucji programu kształcenia nauczycieli języka angielskiego w Transkarpackim Węgierskim Kolegium Wyższym im. Ferencza Rákócziego II w Bereowie na Ukrainie, od momentu jego powstania w połowie lat 90. do dnia dzisiejszego. Głównym celem niniejszego opracowania jest udokumentowanie wdrożenia i rozwoju pierwotnego programu oraz nowych propozycji, analiza ich dostosowania do zmieniających się potrzeb edukacyjnych oraz podkreślenie zaangażowania w rozwijanie talentów studentów i badań naukowych. Wykorzystując narrację chronologiczną, uzupełnioną analizą dokumentacji wydziałowej, artykuł śledzi postępy programu od początkowej współpracy z instytucją węgierską do obecnego statusu dostawcy kompleksowych studiów licencjackich i magisterskich z filologii angielskiej. Analizuje kluczowe etapy, w tym wprowadzenie nowych specjalizacji, zaprzestanie realizacji innych ze względu na wytyczne ministerialne oraz wdrożenie programów dostosowanych do zmieniających się potrzeb edukacyjnych regionu, takich jak szkolenie nauczycieli języka angielskiego w szkołach podstawowych. Duży nacisk kładzie się na zaangażowanie uczelni w wspieranie badań naukowych studentów poprzez takie inicjatywy, jak specjalistyczny kurs Ilona Zrínyi Transcarpathian Hungarian, mający na celu kształcenie utalentowanych studentów, oraz organizację corocznych konferencji naukowych dla studentów. Ponadto w artykule podkreślono wysiłki programu na rzecz ułatwiania mobilności studentów poprzez międzynarodowe programy wymiany oraz udział w krajowych i międzynarodowych konkursach, co świadczy o dążeniu uczelni do dostosowania się do europejskich standardów szkolnictwa wyższego. Podstawowe implikacje

*tego badania polegają na wykazaniu odporności i zdolności adaptacyjnych instytucji szkolnictwa wyższego posługującej się językiem mniejszościowym, działającej w nowoczesnym kontekście geopolitycznym. Podkreśla ono znaczenie wspierania badań naukowych prowadzonych przez studentów, współpracy międzynarodowej i ciągłego dostosowywania się do reform edukacyjnych w celu poprawy jakości kształcenia i kształcenia wysoko wykwalifikowanych specjalistów w zakresie języka angielskiego dla regionu.*

**Słowa kluczowe:** kształcenie nauczycieli języka angielskiego, programy studiów licencjackich i magisterskich, konferencje studenckie, szkolnictwo wyższe, Zakarpacia.

**Formulation of the problem.** The article addresses the core issue of documenting and assessing the long-term impact of specialized teacher training in a unique geopolitical and educational context. Specifically, the problem lies in charting the development of the English teacher training program at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education in Berehove, Ukraine, over three decades (1994-2024). This program exists at the intersection of several complex factors: the transition of Ukrainian higher education under the Bologna Process, the specific challenges of providing mother-tongue-based education (Hungarian) for an ethnic minority in Ukraine, and the evolving professional demands placed on English language teachers. The article seeks to fill the gap in historical analysis by presenting a detailed, chronological record of the program's institutional establishment, its curriculum modifications, and its efforts to align with both national standards and European academic norms.

Another, equally important, problem is the need to demonstrate the program's success in cultivating academic talent and professional preparedness in a rapidly changing environment. This involves showcasing how the institution, often starting with limited resources, actively engaged students in research and academic excellence. The article specifically highlights the internal goal of identifying and supporting gifted students through initiatives like the Ilona Zrínyi Transcarpathian Hungarian Specialized Course and external success via student participation in national and international competitions and mobility programs. Therefore, the formulation of the problem is not only historical and institutional but also pedagogical, focusing on the methods and results of fostering high-quality future educators and researchers who can contribute to the region's educational diversity.

**Analysis of previous research and publications.** In 1996, a Hungarian-language higher education institution for teacher and preschool teacher training was established in Berehove, in Transcarpathia, the westernmost region of Ukraine. However, the College began its functioning two years earlier in 1994, with approximately 30 students including English teacher training. Then it was functioning as a special affiliated branch of the György Bessenyei Teacher Training College of Nyíregyháza, Hungary [3; 4]. At that time the College operated on the premises of the Berehove Vocational School for Tailoring. Initially, students pursued English and History or English and Geography degrees through weekend classes taught by Hungarian professors from Nyíregyháza. In 1996, after the College was granted its operating licence it was named Transcarpathian Hungarian Teacher Training College. Since then it has gradually incorporated local academic staff into the faculty.

While initially offering both English and History and English and Geography programs, the latter was discontinued in 2000 due to a ministerial decision. Adapting to the 2003 public education curriculum change, which introduced mandatory foreign language learning [1] in primary schools, the College offered a new program for primary school English teachers. This program recognized the unique challenges of teaching English to young children. The same year, after taking up the name of Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, the College extended its educational programs and offered a variety of non-pedagogical specializations.

In 2004, the College expanded its offerings to include joint majors in English and Hungarian, Hungarian and English, and History and English. In 2007, it began awarding bachelor's degrees and since 2021 it has been awarding master's degrees in English.

Thus, the partnership between the Hungarian and Ukrainian parties laid the foundation for higher education in Berehove, providing opportunities for local students to pursue degrees in English and contributing to the development of the region's educational diversity.

**The purpose of the article.** The purpose of this article is to document and analyse the thirty-year history, evolution, and achievements of the English teacher training program at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education in Berehove, Ukraine, from its establishment in 1994 to 2024. It aims to chronologically detail the program's development, including its institutional origins as an affiliated branch, changes in educational offerings and degrees (from Specialist to Bachelor's and Master's), its adaptation to national curriculum reforms, the growth of its student body, and its success in fostering student research and talent through initiatives like the Ilona Zrínyi Specialized Course and various international mobility programs.

**Discussion and results.** In what follows, we are presenting memorable dates from the history of the training program under analysis in chronological order.

1996 – training of English-History and English-Geography joint majors begins at the independent Transcarpathian Hungarian Teacher Training College.

2000 – due to a ministerial decree, the English-Geography joint major is discontinued.

2000 – the Ilona Zrínyi Transcarpathian Hungarian Specialized Course is launched to support College students in undergraduate research. We are very pleased that since 2000 twenty-five English major students have studied at the Course.

2002 – the first Specialist degrees are issued with a qualification in English language and literature teaching.

2004 – the English-Hungarian, Hungarian-English and History-English training programs start.

2007 – the five-year Specialist training is discontinued, from then on graduates of the 4th year receive a bachelor's degree.

2009 – a College student in English language and literature won first place for her paper in the Subject Pedagogy and Educational Technology Section of the Hungarian National Scientific Student Association Conference (OTDK). In addition, she was also awarded the Pro Scientia gold medal, which is given to the most successful students of the OTDK.

Since 2016 – English major students have had the opportunity to participate in student mobility programs at universities in Hungary, Slovakia and Romania through the Makovecz Student Scholarship Program and the Erasmus+ Scholarship Program.

2019 – English philology master's program starts.

2021 – the first master's degrees in English philology are awarded.

2024 – humanities program starts at the bachelor's level in Philology (Germanic languages and literatures (translation included), with English-Hungarian and English-German.

At present, the Department of Philology (English Language and Literature Section) offers English major Specialities and Educational Programmes for Bachelor's and Master's Degrees including three at the BA level (Secondary education (language and literature (English)), Philology. Germanic languages and literatures (including translation), with English-Hungarian and English-German and one at the MA level, Philology (Germanic languages and literatures (translation included), first language – English.

A new educational program at the Master's level, Philology (Germanic languages and literatures (translation included), first language – English was launched in 2019 at the Department of Philology (English Language and Literature Section). The training of masters in philology is aimed at mastering and deepening fundamental knowledge, skills and abilities in philology, literary studies and translation, mastering modern methods of organizing and conducting scientific and research activities in the specialty, and the ability to apply information and communication technologies for the full implementation of their professional functions [2].

At the English Language and Literature Section of the Department of Philology, fostering and developing students' talent has always been a core mission. We firmly believe that identifying and nurturing potential is crucial for the growth of both individual students and the field of language

pedagogy as a whole. When students demonstrate a particular passion for research and investigation within language teaching and learning, we provide them with tailored opportunities to cultivate their skills and deepen their understanding. One such unique opportunity is the prestigious Ilona Zrínyi Transcarpathian Hungarian Specialized Course.

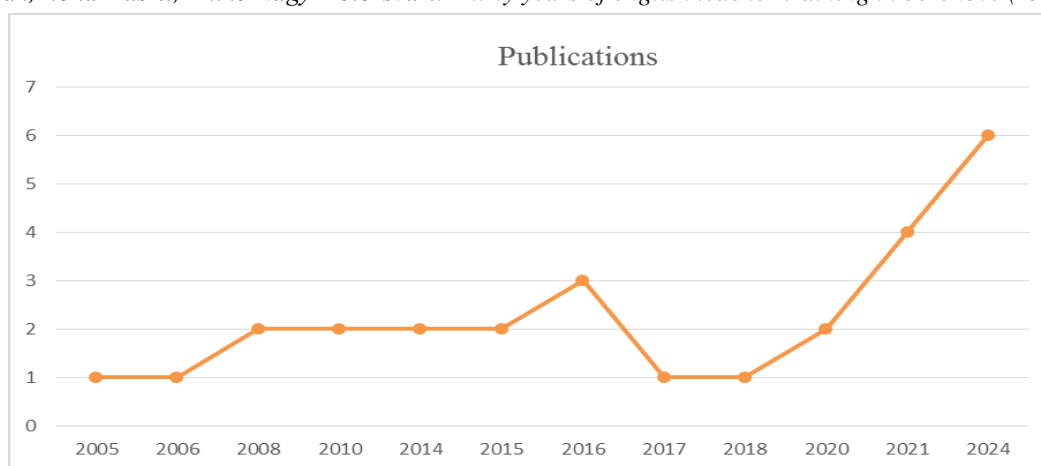
This specialized course, designed and launched specifically for gifted students pursuing tertiary education in Transcarpathia, represents our commitment to providing exceptional learning experiences. Its primary aim is to create an enriching environment in which these promising individuals can flourish and develop the skills necessary for a successful professional career [5]. We strive to equip them with the tools, knowledge, and mentorship they need to make significant contributions to their chosen fields.

The Ilona Zrínyi Course is open to students enrolled in years 3 and 4 at Bachelor level and years 1 and 2 at Master level at higher educational institutions across Transcarpathia. The application process is rigorous, ensuring that only the most dedicated and capable students are admitted. It grants students the invaluable opportunity to conduct independent research projects under the expert guidance of their tutors. These tutors are not only experienced academics but also recognized as experts in their respective fields of study. This close mentorship provides students with personalized support, helping them refine their research methodologies, analyse their findings effectively, and ultimately produce high-quality work that contributes to the body of knowledge in their chosen area. Furthermore, the course fosters a collaborative learning environment, encouraging students to interact with their peers, share ideas, and build a network of future colleagues. Beyond the research project itself, the Ilona Zrínyi Course aims to develop a range of transferable skills, including critical thinking, problem-solving, communication, and presentation skills, all of which are essential for success in any professional field. Since 2015 to present approximately 25 students of English of our Department have presented on a variety of topics related to their studies in the Ilona Zrínyi Specialized Course.

We believe that by investing in the development of these students, we are investing in the future of language and literature studies in Transcarpathia and beyond.

Engaging students into research work is an integral part of the educational process which takes many forms including conference participation, preparing creative works and projects as well as participation in all-Ukrainian competitions of student research papers. Thus, in order to provide students with the opportunity of getting first academic experience and encourage them to take the first steps in conducting research, the English Language and Literature Section of the Department of Philology has been organizing a Scientific Students' Conference since 2015. The Conference gives the undergraduate English students an opportunity to present their research results in the framework of the research field of the Department. Likewise, it is an exceptional opportunity to cultivate staff-student relation in fostering further research and making a sophomore student research involvement a priority. Since the first conference in 2015, it has become an annual event with approximately 15-20 students presenting their research work every year.

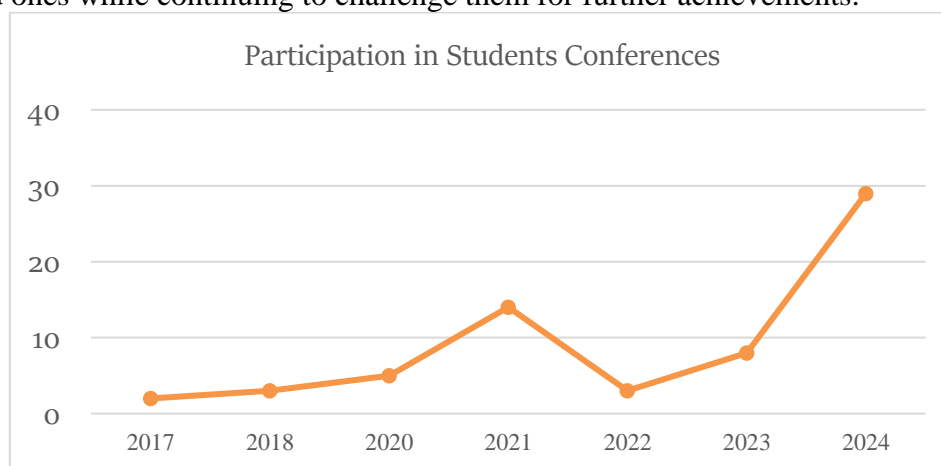
Since 2021, the Philology Department in cooperation with the Department of Multicultural Education and Translation of the Faculty of History and International Relations, Uzhhorod National University has organised International Scientific Conferences of Students and Young Researchers dedicated to issues ranging from intercultural communication through linguistic aspects of modern professional discourse to translation and fiction as means of cultural mediation. The first conference participations and publications of the students date back to 2005, however a substantial rise in the figures can be observed since 2017 (see Figures 1 & 2).



**Figure 1.** Number of publications of English major students of the Department of Philology

Source: Department of Philology (English Language and Literature Section) database, 2025

In total, there have been more than 80 conference presentations and publications since then. By involving more and more students into conducting research, our aim is to identify and provide support to the talented ones while continuing to challenge them for further achievements.



**Figure 2.** Participation of English major students of the Department of Philology in diverse student conferences

Source: Department of Philology (English Language and Literature Section) database, 2025

Since 2021, students of the English Language and Literature Section of the Philology Department have participated in the International Student Translation Contest "Translation as a Key to Cultural and Linguistic Worldviews" organised by the Department of Applied Language Studies, Comparative Linguistics, and Translation of the Faculty of Foreign Philology at the Mykhailo Dragomanov State University of Ukraine. So far, they have had seven winner awards, including two awards for winning the second place and five awards for the third place in different categories.

In 2022, two research papers in translation of students of English studying at BA and MA levels were submitted for participation in the all-Ukrainian competition of student research papers in the field of Germanic Languages with a specialization in Translation. Both works were recommended for defence in the third final round at a scientific and practical conference. Unfortunately, because of the Russian invasion the final round was cancelled.

Year 2023 brought another success when a fourth year student of English became finalist of the Vitalii Keis All-Ukrainian Shakespeare Competition for Student Research and Creative Projects. According to the results of the competition, the student took 3rd place with her research project.

In September 2024, the Philology Department announced the 1st Translation Contest to mark International Translation Day and celebrate the 250th anniversary of Jane Austen's birth by translating excerpts from Jane Austen's novels. The event was rather popular with the students since 87 translations were submitted for assessment.

In the 2010 s, Ukrainian higher education implemented the Bologna Process, to align with European standards. This shift facilitated student mobility by introducing the European Credit Transfer System (ECTS), a standardized credit system for academic achievement.

Engaging students in faculty research is a step forward in identifying gifted students who may improve higher education. The mentioned data shows a steady increase in the number of students conducting research and presenting it in different forms at different events. The aim of the Department is to find various ways to involve students in research with faculty members thus fostering teacher-student cooperation and supporting budding students.

We are incredibly proud of our English major alumni who have gone on to pursue their PhDs in Pedagogy. Their dedication to the field of education and commitment to furthering our understanding of effective teaching practices is truly commendable. They serve as an inspiration to our students, demonstrating the diverse paths that an English degree can lead to and the significant impact one can have on the world of education. Over the years, six former graduates of English of the College have completed their doctoral studies either in Ukraine or in foreign higher education institutions and obtained a PhD degree.

These accomplished alumni have not only enhanced their own expertise in pedagogy but have also contributed valuable research and insights to the field. Their work is forming the future of education, and we are honoured to have them as part of our alumni network. We eagerly anticipate their continued success and the positive influence they will undoubtedly have on countless students and educators.

Over the last few years, our department has experienced a notable increase in enrolment from multilingual students whose native language is Ukrainian. This rise in the number of Ukrainian-native students is attributed to a combination of both direct and indirect factors influencing their choice of study program. On the one hand, it is a direct factor that the department launched three new translation and interpreting programs. This expansion of specialized offerings likely attracted students interested in these high-demand language fields. An indirect factor, on the other hand, is the Russian-Ukrainian war. The conflict has caused many young people in eastern Ukraine to move to the western parts of the country for safety, such as to the Transcarpathia region, which has remained relatively more peaceful. This displacement has led to a greater number of prospective students settling in the department's vicinity, making its programs a more viable option.

The English Language and Literature Section of the Department of Philology [3] provides a comprehensive foundation in the fields of linguistics, applied linguistics, literature and English, with its basic disciplines covering: English language practice, Writing skills development, Morphology and syntax of English, Phonetics and phonology of the English language, History of the English language, British and American literature, British and American country studies, Methodology of teaching English language and literature, Introduction to translation studies, and other related courses. These core courses are primarily conducted in English.

The fundamental purpose of this calculated alternation of languages is threefold. To begin with, it unequivocally bolsters student grasp of the material by rapidly dispelling any ambiguities that might otherwise necessitate lengthy, potentially confusing explanations rendered solely in the target tongue. This level of precision is absolutely essential for the acquisition of profound knowledge. Secondly, this practice actively fosters deeper student involvement with the course content. When learners are confident that their core understanding is sound, they invariably become more self-assured and prepared to take intellectual chances, pose queries, and contribute actively to class discussions—all of which are vital components for true language mastery. By both acknowledging and leveraging the existing linguistic knowledge possessed by the students, the department effectively affirms the totality of their cognitive resources. Finally, and arguably of paramount significance, this methodological framework is fundamental to establishing a truly embracing and welcoming educational setting. This effectively diminishes the affective filter (the psychological barrier to learning), thereby rendering the academic atmosphere less stressful and significantly more conducive to successful language acquisition for everyone enrolled.

The significant enrolment change presents the department with several opportunities and challenges. The influx of multilingual students, many of whom are navigating the complexities of displacement, may necessitate a review of student support services to address their unique needs. Furthermore, the strong interest in the new translation and interpreting programs suggests a growing demand for specialized language professionals, potentially fuelling the need to expand these programs and integrate contemporary translation technologies into the curriculum. The multilingual nature of the new student body also offers an opportunity to enrich the learning environment by drawing on their diverse linguistic and cultural backgrounds to enhance discussions in subjects like literature, cultural studies, and translation.

**Conclusions and prospects for further study of the problem.** Teacher training in English has existed at the College since its foundation when 20 students started their education. At present, 214 both full time and part time students are enrolled in various programmes at BA level whereas 25 students pursue their studies at MA level. By offering short-term or semester exchange international mobility programmes such as Makovecz and Erasmus+ Student Scholarship Programme as well as double degree programmes, the College strives to meet students' needs. Similarly, offering undergraduate research opportunities proved to be beneficial both for students and the faculty.

Looking ahead, the Department of Philology aims to expand its academic offerings, strengthen international partnerships, and foster innovation in (teacher) training. These goals are closely aligned with the broader strategic plans of the College. The commitment to high academic standards, research and mobility will remain central to its mission, supporting the long-term growth and success of students and the department.

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