

Course descriptions

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STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-mDPS-991/09	Course title: Basics in Pedagogy for Teachers
Number of credits: 0	
Educational level: D, N	
Course requirements: The student can take the final exam: after successful completion of compulsory subjects in the composition determined by the study program for Complementary Pedagogical Studies - basic module Successful completion of the final exam is one of the conditions for successful completion of the study program. The student is evaluated with the A-FX grades in the final exam. The examination commission decides by consensus on the evaluation of the state examination or its part. If the examination board does not reach a consensus, the evaluation of the final examination or its part is decided by voting. Based on the wording of the study regulations of the faculty (VP 5/2020, Art. 15), the framework dates of state examinations are set by the dean in accordance with the faculty study schedule. The department is obliged to publish its state exam dates on the website no later than 5 weeks before they take place. The student registers for the final exam through the academic information system at least three weeks before the date. The student is entitled to one regular and two resit dates of the state exam. The regular term is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular date of the state exam, the student can make the corrective dates of the state exam a) at the following dates for the holding of State examinations in the relevant academic year; or b) in terms of state examinations in any of the following academic years in accordance with § 65, par. 2 of the Higher Education Act. If a student is unable to attend the final examination date for which he / she has applied, he / she is obliged to apologize in writing to the chairman of the examination board in advance or no later than three working days after the final examination date or part thereof if there were serious obstacles that in advance. If a student does not appear for the final exam or its part without an excuse within the specified period, or if the chairman of the examination commission does not recognize his / her excuse, he / she is assessed with the FX mark from the given date of the final exam. Scale of assessment (preliminary/final): 0/100	
Learning outcomes: The student who takes the final exam comprehensively manages the issues of the final exam in the context of the specified areas. He has theoretical and practical knowledge based on the current state of knowledge in the field of pedagogy, as well as the ability to apply and use them creatively. Masters the knowledge contained in the teaching of the subjects Theoretical Foundations of Education, General Didactics, Pedagogical Communication, Pedagogical Diagnostics. He is able to apply knowledge from pedagogy to interdisciplinary relationships, he is able to think critically and argue scientifically.	

Class syllabus:

1. The student arrives on the registered date of the final exam according to the schedule set by the department.
2. The student receives a question from the subject of the final exam, which is entered in writing and anonymously in the form of any choice from the printed questions or the generator.
3. The examination board will provide students with active time to prepare an oral answer to the given question.
4. The student presents the prepared answer to the question in front of the examination board and also answers the supplementary questions.
5. Upon completion of the student's answers, the examination commission will decide on the result of the state examination, which will take place in a closed session of the examination commission. The course of the final exam and the announcement of its results are public.

State exam syllabus:

1. Education, its understanding, signs and manifestations: Socialization and upbringing, Domains of education, Signs and manifestations of upbringing;
2. Pedagogy as a science of education: Definition of the subject of pedagogy, System of sciences of education;
3. Basic development trends of pedagogy: J.A. Comenius, J. J. Rousseau, J.H. Pestalozzi, J. F. Herbart;
4. Pedagogy of the 20th century;
5. Basic developmental stages of the school: Periodization of school development, Characteristics of the basic developmental stages of the school;
6. School as an institution of formal education: Understanding the school as an organization, Functions of the school;
7. School system: Understanding the school system (system), School system of the Slovak Republic;
8. Family and its educational function: Understanding the current family, Family functions, Family and the specifics of its educational activities;
9. Informal education: Leisure time and its features, Educational activities in leisure time, Forms and specifics of non-formal education;
10. Child - student as a subject of education: Social role of student, Student and gender specifics;
11. Learning and educational problems at school, Failure, failure and school failure, Behavioral problems (etiology and manifestations);
12. Content of school education: Concept and types of education, Current approaches to the content of education;
13. Curriculum and syllabus: Their conception as target teaching projects, Types of curriculum development, Current problems of innovation of curricula in primary and secondary schools, Educational programs;
14. Textbook: Concept of textbook, Types of textbooks, Functions and structural components of the textbook, Properties of quality textbook;
15. Teacher preparation for teaching: Operational planning of the basic organizational unit of teaching, Didactic analysis of the curriculum;
16. Teaching methods: Concept teaching methods, Relation of the method to other didactic concepts, Classification of teaching methods, Characteristics of individual methods;
17. Organizational forms of teaching: Concept of organizational form, Types of lessons, Characteristics of individual forms of teaching;
18. Learning communication: Concept and types of learning communication, Functions and structures of learning communication, Types of learning questions;

19. The teacher and his profession: Definition of the teaching profession, Professional roles and competencies of the teacher;

20. Organizational forms (organizational systems) of teaching: Characteristics of individual systems (individual, collective, individualized, cooperative, programmed);

21. Action research as a specific professional activity of a teacher
 Definition of action research
 Quantitative and qualitative oriented research
 Phases of action research
 Data interpretation and formulation practical theory;

22. Pedagogical diagnostics, diagnosis and diagnosis
 Definition of diagnostics and diagnosis
 Diagnosis, levels and types of diagnoses;

23. Observation
 Understanding of observation in action research and diagnostics
 Properties of observation
 Types of observations, types of records and observation schemes;

24. Scales and scaling
 Nature of scaling and relation to measurement, types of scales
 Properties of scaling
 Use of assessment scales and scales in action research and diagnostics;

25. Interview
 Understanding of interview in action research
 Types and properties of interview
 Use of interview in action research and diagnostics;

26. Analysis of students' products and activities
 Products of students' activities, their use
 Diagnostics of cognitive and learning styles
 Student preconceptions, concept map
 Diagnostic use of students' mistakes
 Drawing and its diagnostic use;

27. Sociometry and social climate measurement
 Measurement of social relations in diagnostics and action research
 Use of sociometry in cognition of formal and informal groups
 Climate and atmosphere diagnostics;

28. Didactic tests
 Understanding of testing in diagnostics and evaluation
 Types of tests and their use
 Properties of tests
 Types of test tasks and their use;

29. Traditional testing methods
 Understanding of traditional testing methods in diagnostics
 Properties and characteristics of basic testing methods
 Test questions, their typology and use;

30. Pupil assessment
 School assessment as a specific type of assessment
 Basic types of assessment (summative, formative, authentic)
 Verbal assessment and its specifics;

31. Evaluation of conditions and results of school and teacher work
 Understanding of evaluation, types and levels of evaluation, self-evaluation

National and international comparative measurements.
Recommended literature: BAĎURÍKOVÁ, Zita. et al.: Školská pedagogika. Bratislava: UK, 2001. ISBN 80-223-1536-2. GAVORA, Peter. Úvod do pedagogického výskumu. Bratislava: UK, 1999. 3. vyd. 2001. ISBN 80-223-1628-8 GAVORA, Peter. Akí sú moji žiaci? Pedagogická diagnostika žiaka. Bratislava: Práca, 1999. ISBN 80-7094-335-1 . KASPER, Tomáš – Dana KASPEROVÁ. Dějiny pedagogiky. Praha: Grada, 2008. ISBN 80-2472-429-4. KYRIACOU, Chris. Klíčové dovednosti učitele. Cesty k lepšímu vyučování. Praha: Portál, 1991. 2. vyd. 2004. ISBN 9788073674342. KRANKUS, Milan. Pedagogika 20. storočia. Bratislava: ÚŠI, 1990. MAŇÁK, Josef - Vlastimil ŠVEC. Cesty pedagogického výzkumu. Brno: Paido. 2004. ISBN 80-7315-078-6. PELIKÁN, Jiří. Základy empirického výzkumu jevů. 3. vyd. Praha: Karolinum, 2007. ISBN 978-80-7184-569-0 (brož.) PRŮCHA, Jan. Moderní pedagogika. Praha: Portál, 1997. ISBN 978-80-7367-503-5 (brož.) SINGULE, František. Současné pedagogické směry a jejich psychologické souvislosti. Praha: SPN, 1992. ISBN 80-426-160-4. SKALKOVÁ, Jaroslava. Obecná didaktika. Praha: Grada, 2007. ISBN: 978-80-247-1821-7. ŠVEC, Švec. Základné pojmy v pedagogike a andragogike. Bratislava: IRIS, 1995. 2. vyd. 2002. ISBN 80-89018-31-0. VORLÍČEK, Chrudoš. Úvod do pedagogiky. Praha: Karolinum, 1992. 2. vyd. Praha: H&H, 2000. ISBN 80-86022-79-X. (brož.)
Languages necessary to complete the course: Slovak
Last change: 23.04.2022
Approved by:

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPs/A-mDPS-992/09	Course title: Basics in Psychology of Education
Number of credits: 0	
Educational level: D, N	
State exam syllabus:	
Last change:	
Approved by:	

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-buSZ-003/00	Course title: Basics in Theory of Upbringing
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning, distance learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: D, I., II., N	
Prerequisites:	
Course requirements: Conditions for passing the course: a) during the semester: presentation on a selected topic from the subject areas (30 points), (b) during the examination period: written test (70 points). The student will be admitted to the exam only with min. 10 points from the ongoing evaluation. Classification scale: A 100-92, B 91-84, C 83-76, D 75-68, E 67-60, FX 59-0. Teachers accept max. 2 absences with proven documents. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be published no later than the last week of the teaching part. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon successful completion of the course, the student has basic knowledge of selected disciplines of pedagogy. He has knowledge of education and pedagogy as he knows about education. He knows the basic development trends of pedagogy, as well as the basic developmental stages of the school. Can explain the basic features of the school as an institution of formal education and understands the forms of non-formal education. Can explain the principles of the Slovak school system. He has a basic knowledge of the family and its educational function, the student and his problems with learning, educational problems at school, etc.	
Class syllabus: 1. Education, its understanding, signs and manifestations Socialization and education Domains of education	

Signs and manifestations of education 2. Pedagogy as a science of education Definition of the subject of pedagogy The system of educational sciences 3. Basic development trends of pedagogy J.A. Comenius, J. J. Rousseau, J.H. Pestalozzi, J. F. Herbart 20th century pedagogy 4. Basic development stages of the school Periodization of school development Characteristics of the basic developmental stages of the school 5. School as an institution of formal education Understanding the school as an organization School functions 6. School system Understanding the school system (s) 7. School system of the Slovak Republic 8. Family and its educational function Understanding the current family Family functions The family and the specifics of its educational activities 9. Informal education Leisure time and its features Educational activities in free time Forms and specifics of non-formal education 10. Child - student as a subject of education Pupil's social role Pupil and gender specifics 11. Learning problems and educational problems at school Failure, failure and school failure 12. Behavioral problems (etiology and manifestations)
Recommended literature: BAĎURÍKOVÁ, Zita et al. Školská pedagogika. Bratislava: Univerzita Komenského, 2001. ISBN 80-223-1536-2. HLÁSNA, Slávka et al. Úvod do pedagogiky. Nitra: Enigma, 2006. ISBN 80-89132-29-4. KRATOCHVÍLOVÁ, Emília et al. Úvod do pedagogiky. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 2007. ISBN 978-80-8082-145-6. SROGOŇ, Tomáš. Dejiny školstva a pedagogiky. Bratislava: Slovenské pedagogické nakladateľstvo, 1986. VALIŠOVÁ, Alena a Hana KASÍKOVÁ. Pedagogika pro učitele. Praha: Grada, 2007. ISBN 978-80-247-1734-0. VORLÍČEK, Chrudoš. Úvod do pedagogiky. Jinočany: H and H, 2000. ISBN 80-86022-79-X.
Languages necessary to complete the course: slovak
Notes:

Past grade distribution						
Total number of evaluated students: 1824						
A	ABS	B	C	D	E	FX
62,06	0,0	20,07	7,79	3,84	3,29	2,96
Lecturers: Mgr. Janka Medved'ová, PhD.						
Last change: 19.04.2022						
Approved by:						

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-mDPS-990/11	Course title: Degree Thesis Defence
Number of credits: 0	
Educational level: D, N	
Course requirements: The student must submit the final thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. Submission of the final thesis within the deadline specified in the schedule of the current academic year for the relevant date of completion of the final exam. The final thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of the Comenius University. The provisions of Article 5 of Internal Regulation No. apply to the evaluation of the final thesis. 9/2020 (Study Regulations of the Faculty of Arts, Charles University). The final thesis consultant will prepare an opinion on the final thesis and will propose an evaluation in the classification of the A-FX thesis. The student has a report available min. 3 working days before the defense. Classification scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A Criteria for the evaluation of the final thesis: 1. The contribution of the final thesis, the fulfillment of the objectives of the thesis in its assignment and the requirements for the content of the final thesis DPŠ given by the internal quality system of Comenius University. Assessed: demonstrates knowledge and skills, the ability to work in the study program, the ability to apply in the collection, interpretation and processing of basic literature; in the case of practically focused final work also mastering the application of theoretical principles in practice and verifiability of hypotheses; 2. Originality of the work (the final work must not have the character of plagiarism, it must not infringe the copyrights of other authors); 3. Correctness and correctness of citation of used information sources, research results of other authors and author groups, correctness of description of methods and working procedures of other authors or author groups; 4. Compliance of the structure of the final work with the prescribed composition defined by the internal quality system of the Comenius University; 5. Respecting the recommended scope of the final work of the DPŠ (minimum scope of the final work of the basic DPŠ module is 27,000 characters including spaces, the minimum scope of the final work of the extension DPŠ module is 36,000 characters including spaces.), The adequacy of the scope of work is assessed by the final thesis consultant; 6. Linguistic and stylistic level of work and formal arrangement. The student orally presents the content, achieved goals and conclusions of the final thesis and answers to the questions and comments of the final thesis consultant, resp. members of the examination board. The committee will comprehensively evaluate the quality of the final thesis, assess the method and form of the defense and the student's ability to fully respond to the comments and questions in the opinion of the final thesis consultant and the opponent. The evaluation is	

achieved from the arithmetic average of the evaluation from the opinion of the final thesis consultant and the evaluation of the examination commission. Scale of assessment (preliminary/final): 0/100
Learning outcomes: The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics, is able to work creatively in the field of study in which he completed the study program, and has adequate knowledge and understanding of the relevant issues. The student can apply his skills in the collection, interpretation, and processing of basic scientific literature, or even in its application in practice, or has the ability to solve a partial task related to the focus of the bachelor's thesis. After a successful defence of the final thesis, the student is able to logically deal with the theoretical background of the final thesis and respond to questions relating to the relevant issues.
Class syllabus: 1. Presentation of the final thesis to the students before the commission for state exams and those present. 2. Student's response to comments and questions in the review from the final thesis consultant. 3. Student's response to the questions of the commission for the final exams of DPŠ and in the discussion.
State exam syllabus:
Recommended literature: LIČNEROVÁ, Lucia. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2021-10-10]. Available at: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf Vnútorný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-10-10]. Available at: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04aStudijny_poriadok_FiF_UK.pdf Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-09-09]. Available at: https://fphil.uniba.sk/studium/student/bakalarske-amagisterske_studium/zaverecne-prace/ Further literature according to the topic of the bachelor's thesis.
Languages necessary to complete the course: Slovak
Last change: 23.04.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muSZ-001/15	Course title: Diagnosing in Pedagogy
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning, distance learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: D, II., N	
Prerequisites:	
Course requirements: Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 40% presentation in class Final rating: - 40% final test Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After completing the course, the student has the knowledge and skills needed to conduct action research in the classroom, along with the use of the necessary diagnostic methods to determine the diagnosis of the student (s); can express a pedagogical measure and a presumption about the further development of the pupil (s).	
Class syllabus: 1. Diagnostics and diagnosis. 2. Processive aspects of diagnostics. 3. Action research as a specific professional activity of a teacher. 4. Observation methods. 5. Interview. 6. Products of students' activities and their use. 7. Children's drawing and its diagnostic use. 8. Concept map. 9. Sociometry and social climate measurement. 10. Didactic tests.	

11. Methods of student evaluation.
12. Methods of testing students.
13. Evaluation of conditions and results of school and teacher work.

Recommended literature:

GAVORA, Peter.: Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma Publishing, 3. vyd. 2011. ISBN 978-80-89132-91-1

GAVORA, Peter. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978–80–223–2951–4.

HRABAL, Vlastimil.: Diagnostika. Pedagogickopsychologická diagnostika žiaka s úvodom do diagnostické aplikácie štatistiky. Praha: Karolinum, 2002. ISBN: 80-246-0319-5

KOLÁŘ, Zdeněk a Renata ŠIKULOVÁ: Hodnocení žáků. Praha: Grada Publishing, 2005; 2. vyd. 2009. ISBN 978-80-247-2834-6

KOMPOLT, Pavol a Bibiána TIMKOVÁ: Pedagogická diagnostika a akčný výskum. Bratislava: UK, 2010. ISBN 978-80-223-2787-9

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 580

A	ABS	B	C	D	E	FX
65,34	0,0	14,48	7,76	7,93	4,14	0,34

Lecturers: Mgr. Martin Droščák, PhD.

Last change: 16.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-buSZ-011/00	Course title: General Methodology
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 2 per level/semester: 14 / 28 Form of the course: on-site learning, distance learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: D, I., II., N	
Prerequisites:	
Course requirements: Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 40% (summary of 5 assignments - creation of educational goals; creation of a thematic plan of the teacher; didactic analysis of the curriculum, description and practical use of one teaching method; preparation for teaching) Final rating: - 40% final test Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After completing the course, the student has the basic theoretical knowledge of general didactics - subject and methodological profile of didactics. The student has sufficient knowledge, skills and attitudes necessary to practice the profession of teacher, has the knowledge and skills to plan and organize students' learning activities and teaching activities of the teacher.	
Class syllabus: 1. Historical and current concepts of didactics. 2. Theory of education and learning. 3. Modernization of educational content. Teaching design. 4. Basic program pedagogical documents. Teacher teaching planning. 5. Procedural aspects of teaching. Principles of the teaching process. 6. Teaching communication. 7. Means and conditions of teaching. 8. Teaching methods. 9. Organizational forms of teaching. 10. Pupil learning - cognitive-developmental aspects. 11. Differentiation of teaching according to the specifics of students. 12. Evaluation of teaching processes and results. 13. Theoretical models and concepts of teaching.	

Recommended literature:

DROŠČÁK, Martin. Úvod do všeobecnej didaktiky pre študentov učiteľstva. Trnava: UCM, 2015 ISBN 978-80-8105-655-0.

KALHOUS, Zdeněk a Otto OBST. Školní didaktika. Praha: Portál, 2001. ISBN 978-80-7367-571-4.

KYRIACOU, Chris. Klíčové dovednosti učitele. Cesty k lepšímu vyučování. 2.vyd. Praha: Portál, 2004. ISBN 80-7178-022-7.

PETLÁK, Erich. Všeobecná didaktika. Bratislava: IRIS. 2016. ISBN 987-80-8153-064-7.

SKALKOVÁ, Jarmila. Obecná didaktika. Praha: Grada, 2007. ISBN 978-80-247-1821-7.

TUREK, Ivan. Didaktika. Bratislava: Wolters Kluwer, 2014. ISBN 978-80-8168-004-5.

Languages necessary to complete the course:

Slovak

Notes:**Past grade distribution**

Total number of evaluated students: 1478

A	ABS	B	C	D	E	FX
55,01	0,0	19,76	11,5	4,87	3,45	5,41

Lecturers: doc. PhDr. Mária Matulčíková, CSc., Mgr. Martin Droščák, PhD.

Last change: 16.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KMJL/A-muMA-104/15	Course title: Methodology of Hungarian Language
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning, distance learning	
Number of credits: 2	
Recommended semester:	
Educational level: D, II., N	
Prerequisites:	
Course requirements: a) during the teaching part (continuously) preparation of the protocol from the pedagogical observation conducted at the Primary School and Gymnasium with the Hungarian language of instruction on Dunajská Street in Bratislava (20%), analysis of the selected teaching topic based on the textbooks Hungarian language for the 1st, 2nd, 3rd, 4th year of the Gymnasium and secondary schools with the Hungarian language of instruction (30%) and homework (20%) focused on the practical application of the acquired knowledge. (b) in the examination period, an oral examination (30%) Admission to the examination is subject to the achievement of a minimum of 30 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant item of the assessment. Grading Scale: A: 100%-92% B: 91%-84% C: 83%-76% D: 75%-68% E: 67%-60% FX: 59%-0% Credit will not be awarded to a student who does not master at least 60% of the curriculum. The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the last day of the teaching period. Scale of assessment (preliminary/final): 70 / 30	
Learning outcomes: After successful completion of the course, the student has knowledge of the theory of teaching Hungarian as a mother tongue. He/she knows the objectives of the subject and the content that pupils	

must acquire at the second level of primary and secondary school. Knows the curriculum, textbooks and other teaching resources. Has mastered the appropriate methods for teaching Hungarian as a mother tongue in upper primary and secondary schools. Knows the organisational forms of teaching Hungarian as a mother tongue in lower secondary and upper secondary schools. Can apply his/her knowledge in the teaching process.

Class syllabus:

1. The general and special aim of teaching Hungarian as a mother tongue in Slovakia.
2. Cognitive and communicative function of the language.
3. Teaching content. Curriculum and syllabus.
4. Teaching process. Types of learning (conceptual learning, problem-based learning, etc.)
5. Teaching methods.
6. Motivational methods (motivational interviewing, didactic game, content updating, etc.).
7. Expository methods (explanation, description, narration, lecture, report, etc.).
8. Problem-based methods (interview, discussion, etc.).
9. Methods of independent work (work with the textbook, work with dictionaries and other aids, use of computer education, etc.).
10. Methods of control and evaluation (oral and written control, oral and written evaluation, etc.).
11. Textbooks and manuals for teaching the Hungarian language.
12. Organisational forms in Hungarian language teaching.
13. Characteristics of Hungarian language teaching in a bilingual environment.

Recommended literature:

- DOLA, Mónika. Módszertani útmutató a magyar nyelv tanításához. Budapest: Károli Gáspár Református Egyetem – L'Harmattan Kiadó, 2020. Dostupné na: https://btk.kre.hu/nyelvezet/images/Dola_Monika_modszertani_utmutato.pdf
 - HEGEDŰS, Rita. Magyar nyelvtan. Formák, funkciók, összefüggések. Budapest: Tinta Könyvkiadó, 2004, s. 269–302. ISBN 963-9372-92-7.
 - ADAMIKNÉ JÁSZÓ, Anna. Anyanyelvi nevelés az ábécétől az érettségiig. Budapest: Trezor Kiadó, 2001. ISBN 963-9088-53-6.
 - KUGLER, Nóra. Funkcionális grammatikai gyakorlatok a 9–12. évfolyam számára. Anyanyelv-pedagógia, 2009. Dostupné na: <http://www.anyanyelv-pedagogia.hu/cikkek.php?id=153>
 - Anyanyelv-pedagógia. Szakfolyóirat magyar nyelven tanító pedagógusoknak. Dostupné na: <http://www.anyanyelv-pedagogia.hu/>
 - Modern Nyelvoktatás. Dostupné na: <https://epa.oszk.hu/html/vgi/kardexlap.phtml?id=3139>
- Additional reading will be presented at the beginning and during the semester. Teacher presentations are available in MS TEAMS.

Languages necessary to complete the course:

Hungarian (level C2)

Notes:

Past grade distribution

Total number of evaluated students: 97

A	ABS	B	C	D	E	FX
51,55	0,0	32,99	8,25	4,12	1,03	2,06

Lecturers: doc. Mgr. Katarína Misadová, PhD.

Last change: 01.04.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KMJL/A-muMA-105/15	Course title: Methodology of Hungarian Literature
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning, distance learning	
Number of credits: 2	
Recommended semester:	
Educational level: D, II., N	
Prerequisites:	
Course requirements: During the semester the student prepares and presents the concepts of 2 sample lessons (2x50%) on his/her chosen topics in Hungarian literature. One concept focusing on the second level of primary schools with Hungarian as the language of instruction, the other focusing on grammar and secondary schools. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%. The teacher will accept a maximum of 2 absences with documentation. The exact date for continuous evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The aim of the discipline is to familiarize the student with the widest possible range of lesson creation procedures, to draw his attention to the importance of gradual acquisition of practical skills also in the field of independent lesson preparation (Hungarian literature in schools with Hungarian as the language of instruction). The student has knowledge of the theory and practice of the lesson. The student is aware of the specifics of the approach at different levels of education. Has basic knowledge of legislative documents.	
Class syllabus: 1. Teaching literature and literary science 2. Aims and tasks of teaching literature 3. Role of the teacher 4. Teaching literature in schools with Hungarian as the language of instruction in Slovakia 5. Curriculum and syllabus 6. Textbooks and teaching texts 7. Thematic curriculum 8. Classical model of teaching 9. Experiential teaching 10. Interpretation of a literary text 11. Specifics of teaching and interpretation of lyrical, epic and dramatic works	

12. Alternative education						
Recommended literature: • BODROGI, F. M., ed. Élményközpontú irodalomtanítás [online]. Szombathely: SAVARIA UNIVERSITY PRESS, 2016 [cit. 2021-10-17]. ISBN 978-615-5251-82-5. Available at: https://mek.oszk.hu/16400/16457/16457.pdf • CSERHALMI, Zsuzsa. Amit az irodalomtanításról tudni kellene. Budapest: Korona Kiadó, 2001. ISBN 963-9191-59-0. • LIPÓCZI-CSABAI, Sarolta, ed. Élményközpontú nyelv- és irodalomtanítás. Kecskemét: Neumann János Egyetem, 2020. ISBN 978-615-5817-54-0. • SIPOS, Lajos, ed. Irodalomtanítás a harmadik évezredben. Budapest: Krónika Nova, 2006. ISBN 963-9423-75-0. Available at: https://mek.oszk.hu/22000/22017/22017.pdf • TÓTH-MÓZER, Szilvia a Helga MISLEY. Digitális eszközök integrálása az oktatásba [online]. Budapest: ELTE, 2019 [cit. 2021-10-17]. ISBN 978-963-489-128-1. Available at: http://mindenkiiskolaja.elte.hu Additional literature will be presented at the beginning and during the semester.						
Languages necessary to complete the course: Hungarian (C1)						
Notes:						
Past grade distribution Total number of evaluated students: 89						
A	ABS	B	C	D	E	FX
50,56	0,0	30,34	12,36	4,49	0,0	2,25
Lecturers: PhDr. Anikó Dušíková, CSc., doc. Mgr. Katarína Misadová, PhD.						
Last change: 01.04.2022						
Approved by:						

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KMJL/A-muMA-221/15	Course title: Methodology of the Hungarian Language and Literature
Number of credits: 3	
Educational level: D, II., N	
Course requirements: The student can take the state exam a) after obtaining at least such number of credits that after obtaining credits for successful completion of state exams, they achieve the necessary number of credits for the proper completion of studies, b) after successful completion of compulsory subjects, compulsory elective subjects, and elective subjects in the composition determined by the study program, c) after fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act, d) if no disciplinary action is taken against them. Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the committee for state exams using the grading scale A-FX. The evaluation of the state examination or its part is decided by the examination committee by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting. On the basis of the wording of the study regulations of the faculty (Internal Rules and Regulations 5/2020, Art. 15), the framework dates of state examinations are set by the dean in accordance with the faculty's academic schedule. Departments are obliged to publish the dates of their state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system (AIS) at least three weeks before it takes place. The student is entitled to one regular and two resit attempts of the state exam. The regular attempt is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular attempt of the state exam, the student may take resits of the state exam a) on the following dates assigned for state examinations in the relevant academic year or b) on the dates assigned for state examinations in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act. If the student is unable to come on the day of the state exam for which they have registered on serious grounds, they are obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the date of the state examination or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state examination or its part without an excuse within the specified period, or if the chairman of the examination committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam. Scale of assessment (preliminary/final): 0/100	
Learning outcomes:	

The student who passes the state exam has comprehensively mastered the issue of the state exam in the context of specified areas. The student has theoretical and practical skills based on the current state of information from the theory of knowledge organization and bibliometrics, as well as the ability to apply and use the skills creatively. He is able to apply the things he learned about knowledge organization and bibliometrics to interdisciplinary relationships, is able to think critically, offer solutions for the knowledge organization and bibliometrics problems, and use scientific arguments.

Class syllabus:

Topic headings:

1. On the theory of teaching Hungarian as a mother tongue.
2. The teaching objective in the language component of MJL teaching.
3. The basic functions of teaching in the language component.
4. Learning content in the language component of MJL.
5. Teaching process in the language component.
6. Teaching methods in the language component.
7. Expository and direct transmission methods.
8. Methods of mediated process and methods of independent work.
9. Methods of control and evaluation.
10. MJ textbooks.
11. Didactic principles in MJ textbooks.
12. The teacher and his/her preparation for teaching MJ.
13. Teaching literature and literary science
14. Aims and objectives of teaching literature
15. The role of the teacher
16. Teaching literature in schools with Hungarian as the language of instruction in Slovakia
17. Curriculum and syllabus
18. Textbooks and teaching texts
19. Thematic teacher education plan
20. Classical model of teaching
21. Experiential teaching
22. Interpretation of a literary text
23. Specifics of teaching and interpretation of lyrical, epic and dramatic works
24. Alternative education

State exam syllabus:

Recommended literature:

- DOLA, Mónika. Módszertani útmutató a magyar nyelv tanításához. Budapest: Károli Gáspár Református Egyetem – L'Harmattan Kiadó, 2020. Available at: https://btk.kre.hu/nyelveszet/images/Dola_Monika_modszertani_utmutato.pdf
- HEGEDŰS, Rita. Magyar nyelvtan. Formák, funkciók, összefüggések. Budapest: Tinta Könyvkiadó, 2004, s. 269–302. ISBN 963-9372-92-7.
- ADAMIKNÉ JÁSZÓ, Anna. Anyanyelvi nevelés az ábécétől az érettségiig. Budapest: Trezor Kiadó, 2001. ISBN 963-9088-53-6.
- KUGLER, Nóra. Funkcionális grammatikai gyakorlatok a 9–12. évfolyam számára. Anyanyelv-pedagógia, 2009. Available on: <http://www.anyanyelv-pedagogia.hu/cikkek.php?id=153>
- Anyanyelv-pedagógia. Szakfolyóirat magyar nyelven tanító pedagógusoknak. Available on: <http://www.anyanyelv-pedagogia.hu/>
- Modern Nyelvoktatás. Available on:

https://epa.oszk.hu/html/vgi/kardexlap.phtml?id=3139 • BODROGI, F. M., ed. Élményközpontú irodalomtanítás [online]. Szombathely: SAVARIA UNIVERSITY PRESS, 2016 [cit. 2021-10-17]. ISBN 978-615-5251-82-5. Available: https://mek.oszk.hu/16400/16457/16457.pdf • CSERHALMI, Zsuzsa. Amit az irodalomtanításról tudni kellene. Budapest: Korona Kiadó, 2001. ISBN 963-9191-59-0. • LIPÓCZI-CSABAI, Sarolta, ed. Élményközpontú nyelv- és irodalomtanítás. Kecskemét: Neumann János Egyetem, 2020. ISBN 978-615-5817-54-0. • SIPOS, Lajos, ed. Irodalomtanítás a harmadik évezredben. Budapest: Krónika Nova, 2006. ISBN 963-9423-75-0. Available on: https://mek.oszk.hu/22000/22017/22017.pdf • TÓTH-MÓZER, Szilvia a MISLEY, Helga. Digitális eszközök integrálása az oktatásba [online]. Budapest: ELTE, 2019 [cit. 2021-10-17]. ISBN 978-963-489-128-1. Available on: http://mindenkiiskolaja.elte.hu
Languages necessary to complete the course: Hungarian Language (C2)
Last change: 01.04.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KPs/A-buSZ-104/15		Course title: Psychology for Teachers 1				
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning, distance learning						
Number of credits: 4						
Recommended semester: 2.						
Educational level: D, I., II., N						
Prerequisites:						
Antirequisites: FiF.KPs/A-buSZ-012/00						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 1304						
A	ABS	B	C	D	E	FX
34,28	0,0	20,02	14,72	10,97	10,43	9,59
Lecturers: doc. PhDr. Daniela Čechová, PhD., Mgr. Silvia Harvanová, PhD.						
Last change:						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KPs/A-buSZ-105/15			Course title: Psychology for Teachers 2			
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning, distance learning						
Number of credits: 4						
Recommended semester: 3.						
Educational level: D, I., II., N						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 572						
A	ABS	B	C	D	E	FX
46,33	0,0	23,08	17,48	6,47	4,37	2,27
Lecturers: Mgr. Diana Demkaninová, PhD.						
Last change:						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KMJL/A-buMA-580/15			Course title: Teacher Training in Hungarian Language and Literature 1			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 1t Form of the course: on-site learning, distance learning						
Number of credits: 2						
Recommended semester:						
Educational level: D, I., N						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 28						
A	ABS	B	C	D	E	FX
89,29	0,0	7,14	0,0	0,0	0,0	3,57
Lecturers: PhDr. Anikó Dušíková, CSc.						
Last change: 16.11.2021						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KMJL/A-muMA-590/15		Course title: Teacher Training in Hungarian Language and Literature 2			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning, distance learning					
Number of credits: 2					
Recommended semester:					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 22					
A	B	C	D	E	FX
95,45	4,55	0,0	0,0	0,0	0,0
Lecturers: PhDr. Anikó Dušíková, CSc.					
Last change: 16.11.2021					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KMJL/A-muMA-591/15		Course title: Teacher Training in Hungarian Language and Literature 3			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning, distance learning					
Number of credits: 3					
Recommended semester:					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 19					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: PhDr. Anikó Dušíková, CSc.					
Last change: 16.11.2021					
Approved by:					