

## Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/M-PSPex002/22	<b>Course title:</b> Communication in sign language - professional signing
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (exercise) - combined method. Student workload: 5 hours of teaching; 20 hours of preparation for the interim assessment; 30 hours of preparation for the final test. A total of 55 hours of student work. Learning methods: Small group work, role-play method, didactic games, practice	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester the student will be evaluated by two control tests (2x max. 50 points). The tests are focused on practical mastery of individual lessons from the course. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-Excellent performance, student knows/mastered/practically and theoretically mastered lessons from selected sign language topics, able to apply to practice; B-Excellent performance, student knows/mastered, practically and theoretically mastered lessons from basic sign language topics, able to apply to practice; C-good performance, student knows/learns, practically masters lessons from selected sign language topics, partially able to apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially practically and theoretically masters lessons from selected sign language topics; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.	

Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> The student will gain practical experience in communicating with deaf people in sign language, which he/she will be able to use adequately in practice and in the school environment in the education of children/pupils with hearing impairment. The student deepens and practises his/her skills in manual forms of communication - in sign language, in finger alphabet. Develops his/her signing vocabulary in vocational subjects in schools. He pays attention to the accuracy of his signing, observes the parameters for individual signing, corrects his mistakes. The student develops communication skills, organizational skills, interpersonal skills, creativity, abstract thinking skills, motivation, ability to learn, ability to communicate in a manual form of communication.						
<b>Class syllabus:</b> 1.Specialised shifts in individual subjects resulting from the educational programme - e.g. mathematics, Slovak language and literature, national science, natural science 2. Regional, school, children's shifts - basic characteristics, differences 3. Indirect naming in sign language 4. The meaning and role of sign language, analysis of sign language						
<b>Recommended literature:</b> Compulsory readings: TARCSIOVÁ, D., - video sequences taken. Link: <a href="https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw">https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw</a> TARCSIOVÁ, D., 2010. Základy posunkového jazyka pre študentov.1. vyd. Bratislava: Mabag, 2010. [CDEROM] ISBN 978-80-89113-80-4. Recommended readings: KOUDELKOVÁ, Š. a TARCSIOVÁ, D.,2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 202 s., ISBN 9788082000156. TARCSIOVÁ, D., 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania komunikačnej bariéry. Bratislava: Sapiaientia, 2005. ISBN 80-969112-7-9. ŠMEHILOVÁ, A., 2011. Školské posunky I. Nitra: Effeta, 2011. ISBN 978-80-89245-22-2.						
<b>Languages necessary to complete the course:</b> Slovak language and sign language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Miroslava Tomášková, PhD., prof. PaedDr. Darina Tarcsiová, PhD.						
<b>Last change:</b> 12.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/M-PSPex002/22	<b>Course title:</b> Communication in sign language - professional signing
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (exercise) - combined method. Student workload: 5 hours of teaching; 20 hours of preparation for the interim assessment; 30 hours of preparation for the final test. A total of 55 hours of student work. Learning methods: Small group work, role-play method, didactic games, practice	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester the student will be evaluated by two control tests (2x max. 50 points). The tests are focused on practical mastery of individual lessons from the course. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-Excellent performance, student knows/mastered/practically and theoretically mastered lessons from selected sign language topics, able to apply to practice; B-Excellent performance, student knows/mastered, practically and theoretically mastered lessons from basic sign language topics, able to apply to practice; C-good performance, student knows/learns, practically masters lessons from selected sign language topics, partially able to apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially practically and theoretically masters lessons from selected sign language topics; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.	

Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> The student will gain practical experience in communicating with deaf people in sign language, which he/she will be able to use adequately in practice and in the school environment in the education of children/pupils with hearing impairment. The student deepens and practises his/her skills in manual forms of communication - in sign language, in finger alphabet. Develops his/her signing vocabulary in vocational subjects in schools. He pays attention to the accuracy of his signing, observes the parameters for individual signing, corrects his mistakes. The student develops communication skills, organizational skills, interpersonal skills, creativity, abstract thinking skills, motivation, ability to learn, ability to communicate in a manual form of communication.						
<b>Class syllabus:</b> 1.Specialised shifts in individual subjects resulting from the educational programme - e.g. mathematics, Slovak language and literature, national science, natural science 2. Regional, school, children's shifts - basic characteristics, differences 3. Indirect naming in sign language 4. The meaning and role of sign language, analysis of sign language						
<b>Recommended literature:</b> Compulsory readings: TARCSIOVÁ, D., - video sequences taken. Link: <a href="https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw">https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw</a> TARCSIOVÁ, D., 2010. Základy posunkového jazyka pre študentov.1. vyd. Bratislava: Mabag, 2010. [CDEROM] ISBN 978-80-89113-80-4. Recommended readings: KOUDELKOVÁ, Š. a TARCSIOVÁ, D.,2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 202 s., ISBN 9788082000156. TARCSIOVÁ, D., 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania komunikačnej bariéry. Bratislava: Sapiaientia, 2005. ISBN 80-969112-7-9. ŠMEHILOVÁ, A., 2011. Školské posunky I. Nitra: Effeta, 2011. ISBN 978-80-89245-22-2.						
<b>Languages necessary to complete the course:</b> Slovak language and sign language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Miroslava Tomášková, PhD., prof. PaedDr. Darina Tarcsiová, PhD.						
<b>Last change:</b> 12.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/M-PSPex007/22	<b>Course title:</b> Didactics of primary education of the hearing impaired
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 11s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 11 hours of teaching per semester (5 hours lecture + 6 hours seminar) - combined method. Student workload: 11 hours of teaching; 36 hours of developing portfolio assignments, 20 hours of preparation for the presentation of portfolio assignments, 45 hours of preparation for the exam. A total of 112 hours of student work. Learning methods: Monological methods - lecturing, explanation, narration. Dialogical methods - interview, debate, discussion. Didactic games. Project methods. Problem-based methods - creation of mind maps, brainstorming. Practical methods - written work, simulations, practice. Guided self-study - work with text, preparation of individual lessons.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Throughout the semester, the student will be evaluated continuously through a portfolio in which he/she will save all assignments submitted by the instructor during the semester. The student has the opportunity to earn 50 points on the interim evaluation. In the examination period, the course is concluded with a written examination of the knowledge acquired throughout the semester worth 50 points. A score of 60% is required to pass the test. In total, the student has the opportunity to earn 100 points on the midterm and final evaluations. A minimum of 91 points is required for an A grade, a minimum of 81 points is required for a B grade, a minimum of 71 points is required for a C grade, a minimum of 61 points is required for a D grade and a minimum of 51 points is required for an E grade. Credit will not be awarded to a student who scores less than 50 points in the written test. The grade shall be awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-71%, good - normal reliable work), D (70-61%, satisfactory - acceptable results), E (60-51%, satisfactory - results meet minimum criteria), Fx (50-0%, inadequate - extra work required).	

A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.

Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

The student acquires theoretical knowledge in the field of primary education of pupils with hearing impairment, orientates himself in the relevant legislation (school law, relevant decrees, state educational programme), characterizes the specifics of primary education of the hearing impaired. The student gets an overview of the possibilities of primary education of the hearing impaired, the profile of the graduate, key competences, educational areas and cross-cutting themes, objectives of primary education, educational standards and framework curricula, teaching methods, organisational forms, staffing, material and technical support. The student will gain an overview of the characteristics and objectives of individual subjects of primary education, their position in the educational programme for pupils with hearing impairment ISCED1.

The following transferable skills are also developed in the course: communication skills, analytical skills, abstract and critical thinking skills and thinking in context.

### **Class syllabus:**

1. Education of pupils with hearing impairment at the primary education level. State educational programme for primary education - 1st stage of primary school studies. Educational programme for pupils with hearing impairment at the primary level of education. Key competences of a pupil with hearing impairment. Educational areas and cross-cutting themes. Educational standards and framework curricula. Methods and forms of education for pupils with hearing impairment.

2. Didactic (teaching) principles. Special-educational and special-didactic principles. Teaching methods. Special methods. Organisational forms. Teaching aids and didactic equipment. Didactic games and their use. Learning and teaching objectives. Types and structure of lessons. Key competences. Assessment of learning outcomes, functions and forms of assessment.

3. The position of mathematics in the educational programme for pupils with hearing impairment ISCED 1, objectives of teaching mathematics, content of education, didactical analysis of the curriculum. Differences in mathematical skills between intact pupils and pupils with hearing impairment. Mathematical thinking and pupils with hearing impairment. Methods and forms of education. Word problems and pupils with hearing impairment. Impairment of mathematical abilities.

4. The position of the Slovak language in the curriculum for pupils with hearing impairment ISCED 1. Content of the teaching subject. Content, tasks and methods of education in the teaching subject Slovak language and literature in preparatory to fourth year of primary school for pupils with hearing impairment. Teacher's competences, pupil's competences. Specifics of education of pupils with hearing impairment in the subject of SJL. Writing and style education. Aim of education, reading and literacy at the primary level of education, stages of reading, specifics of reading of pupils with hearing impairment. Approaches to reading acquisition for pupils with hearing impairment, based on the use of sign and oral language. Reading methods. Alternative approaches to reading.

5. The position of science and social studies education in the ISCED 1 curriculum for pupils with hearing impairment. The roles of science and social studies education. Teaching the subject of primary education, science and social studies at the primary level. Specific methods. Use of ICT and modern teaching concepts.

## 6.Educational subjects and their position in the curriculum for pupils with hearing impairment.

### Recommended literature:

#### Compulsory readings:

Štátny vzdelávací program ISCED I - Obsahový a výkonový vzdelávací štandard pre I. stupeň štúdia základnej školy pre žiakov so sluchovým postihnutím.

SCHMIDTOVÁ M. (ed.). 2016. Teória edukácie žiakov so sluchovým postihnutím. Bratislava: Iris, 2016. 145 s. ISBN 978-80-89726-59-2.

SCHMIDTOVÁ, M. (ed.). 2016. Teória edukácie žiakov so sluchovým postihnutím II. Bratislava: IRIS, 2016. s. 354. ISBN 978-80-89726-87-5.

TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).

#### Recommended readings:

GAVORA, P. a kol. (2008): Ako rozvíjať porozumenie textu u žiaka. Nitra: ENIGMA, 2008. s. 193. ISBN 978-80-89132-57-7.

HAMPL, I., SCHMIDTOVÁ, M. (2016): Špecifiká edukácie detí s poruchou sluchu v ranom veku. Bratislava: IRIS. 2016. s. 222. ISBN 978-80-89726-85-1.

HEJNÝ – KUŘINA, 2001. Dítě, škola, matematika. Praha : Portal, 2001

KLIMOVIČ, M.: Tvorivé písanie v primárnej škole. Prešov: Prešovská univerzita 2009.

KOLBASKÁ, V. 2006. Hra ako integračný prostriedok vo vyučovaní matematiky základných škôl. Bratislava : MPC, 2006. ISBN 80-8052-276-6.

NAVRÁTILOVÁ, K., BUJNOVÁ, E., IVANOVIČOVÁ, J. Vlastiveda na 1. stupni základnej školy : vybrané kapitoly z didaktiky vlastivedy. Nitra : UKF, 2002. 198 s. ISBN 80-8050-564-0.

PALENČAROVÁ, J. - KUPCOVÁ, J. - KESSELOVÁ, J. 2003. Učíme slovenčinu – komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo. 240 s.

PARTOVÁ, E. a kol. 2008. Didaktika elementárnej matematiky [online]. Dostupné na: [www.delmat.fedu.uniba.sk](http://www.delmat.fedu.uniba.sk)

PODROUŽEK, L. – JÚVA, J. 2004. Přírodověda s didaktikou pro primární školu. Pelhřimov : Aleš Čeněk, s.r.o., 2004

SOURALOVÁ, E. (2002): Čtení neslyšících. 1. vyd. Olomouc: Univerzita Palackého, 2002, s. 74. ISBN 80-244-0433-8.

TARCSIOVÁ, D. 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. Bratislava: Sapienta, 2005. ISBN 80-969112-7-9

TARCSIOVÁ, D. (2003): Čítanie a nepočujúce deti In: Speciální pedagogika, 2003, roč. 13, č. 2, s. 99–112.

ZBORTEKOVÁ K. 2002. Matematická spôsobilosť ťažko sluchovo postihnutých detí a možnosti ich stimulácie. In Speciální pedagogika 3, Praha

ŽOLDOŠOVÁ, K. 2006 Východiská primárneho prírodovedného vzdelávania. Bratislava: Veda, 2006.

### Languages necessary to complete the course:

Slovak language and Czech language

### Notes:

### Past grade distribution

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0



<b>Lecturers:</b> prof. PaedDr. Darina Tarcsiová, PhD.
<b>Last change:</b> 12.09.2023
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/M-PSPex007/22	<b>Course title:</b> Didactics of primary education of the hearing impaired
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 11s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 11 hours of teaching per semester (5 hours lecture + 6 hours seminar) - combined method. Student workload: 11 hours of teaching; 36 hours of developing portfolio assignments, 20 hours of preparation for the presentation of portfolio assignments, 45 hours of preparation for the exam. A total of 112 hours of student work. Learning methods: Monological methods - lecturing, explanation, narration. Dialogical methods - interview, debate, discussion. Didactic games. Project methods. Problem-based methods - creation of mind maps, brainstorming. Practical methods - written work, simulations, practice. Guided self-study - work with text, preparation of individual lessons.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Throughout the semester, the student will be evaluated continuously through a portfolio in which he/she will save all assignments submitted by the instructor during the semester. The student has the opportunity to earn 50 points on the interim evaluation. In the examination period, the course is concluded with a written examination of the knowledge acquired throughout the semester worth 50 points. A score of 60% is required to pass the test. In total, the student has the opportunity to earn 100 points on the midterm and final evaluations. A minimum of 91 points is required for an A grade, a minimum of 81 points is required for a B grade, a minimum of 71 points is required for a C grade, a minimum of 61 points is required for a D grade and a minimum of 51 points is required for an E grade. Credit will not be awarded to a student who scores less than 50 points in the written test. The grade shall be awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-71%, good - normal reliable work), D (70-61%, satisfactory - acceptable results), E (60-51%, satisfactory - results meet minimum criteria), Fx (50-0%, inadequate - extra work required).	

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Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

The student acquires theoretical knowledge in the field of primary education of pupils with hearing impairment, orientates himself in the relevant legislation (school law, relevant decrees, state educational programme), characterizes the specifics of primary education of the hearing impaired. The student gets an overview of the possibilities of primary education of the hearing impaired, the profile of the graduate, key competences, educational areas and cross-cutting themes, objectives of primary education, educational standards and framework curricula, teaching methods, organisational forms, staffing, material and technical support. The student will gain an overview of the characteristics and objectives of individual subjects of primary education, their position in the educational programme for pupils with hearing impairment ISCED1.

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2. Didactic (teaching) principles. Special-educational and special-didactic principles. Teaching methods. Special methods. Organisational forms. Teaching aids and didactic equipment. Didactic games and their use. Learning and teaching objectives. Types and structure of lessons. Key competences. Assessment of learning outcomes, functions and forms of assessment.

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4. The position of the Slovak language in the curriculum for pupils with hearing impairment ISCED 1. Content of the teaching subject. Content, tasks and methods of education in the teaching subject Slovak language and literature in preparatory to fourth year of primary school for pupils with hearing impairment. Teacher's competences, pupil's competences. Specifics of education of pupils with hearing impairment in the subject of SJL. Writing and style education. Aim of education, reading and literacy at the primary level of education, stages of reading, specifics of reading of pupils with hearing impairment. Approaches to reading acquisition for pupils with hearing impairment, based on the use of sign and oral language. Reading methods. Alternative approaches to reading.

5. The position of science and social studies education in the ISCED 1 curriculum for pupils with hearing impairment. The roles of science and social studies education. Teaching the subject of primary education, science and social studies at the primary level. Specific methods. Use of ICT and modern teaching concepts.

## 6.Educational subjects and their position in the curriculum for pupils with hearing impairment.

### Recommended literature:

#### Compulsory readings:

Štátny vzdelávací program ISCED I - Obsahový a výkonový vzdelávací štandard pre I. stupeň štúdia základnej školy pre žiakov so sluchovým postihnutím.

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SCHMIDTOVÁ, M. (ed.). 2016. Teória edukácie žiakov so sluchovým postihnutím II. Bratislava: IRIS, 2016. s. 354. ISBN 978-80-89726-87-5.

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#### Recommended readings:

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KLIMOVIČ, M.: Tvorivé písanie v primárnej škole. Prešov: Prešovská univerzita 2009.

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NAVRÁTILOVÁ, K., BUJNOVÁ, E., IVANOVIČOVÁ, J. Vlastiveda na 1. stupni základnej školy : vybrané kapitoly z didaktiky vlastivedy. Nitra : UKF, 2002. 198 s. ISBN 80-8050-564-0.

PALENČAROVÁ, J. - KUPCOVÁ, J. - KESSELOVÁ, J. 2003. Učíme slovenčinu – komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo. 240 s.

PARTOVÁ, E. a kol. 2008. Didaktika elementárnej matematiky [online]. Dostupné na: [www.delmat.fedu.uniba.sk](http://www.delmat.fedu.uniba.sk)

PODROUŽEK, L. – JÚVA, J. 2004. Přírodověda s didaktikou pro primární školu. Pelhřimov : Aleš Čeněk, s.r.o., 2004

SOURALOVÁ, E. (2002): Čtení neslyšících. 1. vyd. Olomouc: Univerzita Palackého, 2002, s. 74. ISBN 80-244-0433-8.

TARCSIOVÁ, D. 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. Bratislava: Sapia, 2005. ISBN 80-969112-7-9

TARCSIOVÁ, D. (2003): Čítanie a nepočujúce deti In: Speciální pedagogika, 2003, roč. 13, č. 2, s. 99–112.

ZBORTEKOVÁ K. 2002. Matematická spôsobilosť ťažko sluchovo postihnutých detí a možnosti ich stimulácie. In Speciální pedagogika 3, Praha

ŽOLDOŠOVÁ, K. 2006 Východiská primárneho prírodovedného vzdelávania. Bratislava: Veda, 2006.

### Languages necessary to complete the course:

Slovak language and Czech language

### Notes:

### Past grade distribution

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

<b>Lecturers:</b> prof. PaedDr. Darina Tarcsiová, PhD.
<b>Last change:</b> 12.09.2023
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/M-PSPex006/22	<b>Course title:</b> Special education practice D
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 26s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 26 hours of special pedagogical practice, combined method Student workload: 26 hours of direct practice, 25 hours of studying materials and preparation for the final assessment and 24 hours of preparation for the implementation of practical tasks. TOTAL: 75 hours of student work. Learning methods: Interpretation of the material, direct teaching in practice, self-study.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will complete the internship in its entirety and submit a portfolio according to the instructions of the internship methodologist of the activities that he/she has implemented during the internship and reflection (the maximum possible number of points is 100). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A - excellent performance, student knows/does/creates/critically evaluates; B - excellent performance, student knows/does but critical thinking is borderline; C - good performance, student although knows/learns, can partially apply to practice; D - acceptable performance, student has learned partially but cannot adequately apply to practice; E - marginally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX - unacceptable performance, student has not met the criteria for the assignment. Scale of assessment (preliminary/final): 100/0	

**Learning outcomes:**

The student will become familiar with the real conditions of education and practical activities in selected institutions for individuals with hearing impairment. The student will learn to analyze, organize, manage educational activities on the basis of direct confrontation of theoretical knowledge and specific tasks/activities in the selected facility. The student will realize direct experience in working with pupils with hearing impairment and realize practical outcomes.

The student develops communication skills, practical experience, connects acquired theoretical knowledge with practical experience, develops organizational skills, interpersonal skills, creativity, abstract thinking, critical thinking, reasoning in context, metacognitive skills.

**Class syllabus:**

- Induction meeting with instructions on how to carry out the internship
- Conduct of continuous practice as instructed
- Final practice meeting, handing in the portfolio and presentation of the completed practice

**Recommended literature:**

Compulsory readings:

BRHELOVÁ, V., 2009. Metodická príručka pre vychovávateľov v školských internátoch. Výchovný program školského internátu. Bratislava: Metodicko-pedagogické centrum, 2009. ISBN 978-80-8052-332-9

TARCSIOVÁ, D. 2008. Pedagogika sluchovo postihnutých (vybrané kapitoly). 1. vyd. Bratislava: Mabag 2008, 112s. ISBN 978-80-89113-52-1.

Recommended readings:

Školské vzdelávacie a výchovné programy jednotlivých škôl pre žiakov so SP.

TARCSIOVÁ, D. 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. 1.vyd. Bratislava: Sapientia, 222s. ISBN 80-969112-7-9.

TUREK, I. 2014. Didaktika. Bratislava: Wolters Kluwer, 214, 620 s., ISBN: 9788081680045. Aktuálne platný Školský zákon a prislúchajúce vyhlášky.

**Languages necessary to complete the course:**

Slovak language

**Notes:****Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Miroslava Tomášková, PhD., prof. PaedDr. Darina Tarcsiová, PhD.

**Last change:** 12.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/M-PSPex006/22	<b>Course title:</b> Special education practice D
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 26s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 26 hours of special pedagogical practice, combined method Student workload: 26 hours of direct practice, 25 hours of studying materials and preparation for the final assessment and 24 hours of preparation for the implementation of practical tasks. TOTAL: 75 hours of student work. Learning methods: Interpretation of the material, direct teaching in practice, self-study.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will complete the internship in its entirety and submit a portfolio according to the instructions of the internship methodologist of the activities that he/she has implemented during the internship and reflection (the maximum possible number of points is 100). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A - excellent performance, student knows/does/creates/critically evaluates; B - excellent performance, student knows/does but critical thinking is borderline; C - good performance, student although knows/learns, can partially apply to practice; D - acceptable performance, student has learned partially but cannot adequately apply to practice; E - marginally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX - unacceptable performance, student has not met the criteria for the assignment. Scale of assessment (preliminary/final): 100/0	



**Learning outcomes:**

The student will become familiar with the real conditions of education and practical activities in selected institutions for individuals with hearing impairment. The student will learn to analyze, organize, manage educational activities on the basis of direct confrontation of theoretical knowledge and specific tasks/activities in the selected facility. The student will realize direct experience in working with pupils with hearing impairment and realize practical outcomes.

The student develops communication skills, practical experience, connects acquired theoretical knowledge with practical experience, develops organizational skills, interpersonal skills, creativity, abstract thinking, critical thinking, reasoning in context, metacognitive skills.

**Class syllabus:**

- Induction meeting with instructions on how to carry out the internship
- Conduct of continuous practice as instructed
- Final practice meeting, handing in the portfolio and presentation of the completed practice

**Recommended literature:**

Compulsory readings:

BRHELOVÁ, V., 2009. Metodická príručka pre vychovávateľov v školských internátoch. Výchovný program školského internátu. Bratislava: Metodicko-pedagogické centrum, 2009. ISBN 978-80-8052-332-9

TARCSIOVÁ, D. 2008. Pedagogika sluchovo postihnutých (vybrané kapitoly). 1. vyd. Bratislava: Mabag 2008, 112s. ISBN 978-80-89113-52-1.

Recommended readings:

Školské vzdelávacie a výchovné programy jednotlivých škôl pre žiakov so SP.

TARCSIOVÁ, D. 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. 1.vyd. Bratislava: Sapientia, 222s. ISBN 80-969112-7-9.

TUREK, I. 2014. Didaktika. Bratislava: Wolters Kluwer, 214, 620 s., ISBN: 9788081680045. Aktuálne platný Školský zákon a prislúchajúce vyhlášky.

**Languages necessary to complete the course:**

Slovak language

**Notes:****Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Miroslava Tomášková, PhD., prof. PaedDr. Darina Tarcsiová, PhD.

**Last change:** 12.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/M-PSPex008/22	<b>Course title:</b> Special methodology of teaching slovak language and literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (2 hours lecture + 3 hours seminar) - combined method. Student workload: 5 hours of teaching; 20 hours of portfolio assignments; 35 hours of preparation for the final test. A total of 60 hours of student work. Learning methods: Monological methods - lecturing, interpretation, explanation, narration. Dialogical methods - interview, debate, discussion. Didactic games. Project methods. Problem-based methods - creation of mind maps, brainstorming. Practical methods - written work, simulations, rehearsals. Guided self-study - working with text, solving problems and assignments.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will present his/her completed portfolio assignments on a topic assigned by the instructor. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. A student may obtain a maximum of 70 points for the written final examination and a maximum of 30 points for the portfolio. Credit will not be awarded unless the student earns at least 55% on the written test. A minimum of 60% is required for passing the course. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but	

can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

The student will acquire adequate theoretical knowledge and practical skills necessary for teaching Slovak language and literature at the first level of primary schools for pupils with hearing impairment. At the same time, the student will acquire basic orientation in the design of the curriculum in the subject Slovak language and literature at the first level of primary schools and in the specifics of learning for pupils with hearing impairment. The following transferable skills are also developed in the course: communication skills, analytical skills, abstract and critical thinking skills and the ability to think in context.

### **Class syllabus:**

1. Definition of the subject Slovak language in the State Educational Programme - objectives, content, process. 2. Didactic principles specific for teaching Slovak language. 3. Teaching methods and forms in the subject Slovak language. 4. Didactic technique in the teaching of Slovak language. 5. Structure of the Slovak language lesson and its didactic analysis. 6. Complex linguistic analysis. Language exercises, their classification, methodological procedures in working with language exercises. 7. Sound level of language and spelling. Meaning/lexical plane. Shape/morphological plane. Syntactic/compositional plane. 8. Communicative reading skill. 9. Communicative skill to write. 10. Communication and style skills. 11. Modernization and effectiveness of the teaching process. 12. Activation methods and forms of work. 13. EXU-R communication framework supporting the development of critical and lateral thinking and learning.

### **Recommended literature:**

Compulsory readings:

JURÁNEKOVÁ, Z., NEUVIRTHOVÁ, S., 2016. Špecifiká teórie edukácie žiakov so sluchovým postihnutím vo vyučovacom predmete Slovenský jazyk na primárnom stupni vzdelávania, In: SCHMIDTOVÁ, M. (ed.). 2016. Teória edukácie žiakov so sluchovým postihnutím II. Bratislava: IRIS, 2016. s. 13-37. ISBN 978-80-89726-87-5.

TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).

SCHMIDTOVÁ M. (ed.). 2016. Teória edukácie žiakov so sluchovým postihnutím. Bratislava: Iris, 2016. 145 s. ISBN 978-80-89726-59-2.

Recommended readings:

HAMPL, I., SCHMIDTOVÁ, M. (2016): Špecifiká edukácie detí s poruchou sluchu v ranom veku. Bratislava: IRIS. 2016. s. 222. ISBN 978-80-89726-85-1.

PALENČAROVÁ, J. - KUPCOVÁ, J. - KESSELOVÁ, J. (2003). Učíme slovenčinu – komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo. 240 s.

SOURALOVÁ, E. (2002): Čtení neslyšících. 1. vyd. Olomouc: Univerzita Palackého, 2002, s. 74. ISBN 80-244-0433-8.

TARCSIOVÁ, D. (2003): Čítanie a nepočujúce deti In: Speciální pedagogika, 2003, roč. 13, č. 2, s. 99–112.

Učebné osnovy a učebné plány slovenského jazyka ZŠ pre sluchovo postihnutých.

Učebnice slovenského jazyka ZŠ pre SP. Učebnice slovenského jazyka a literatúry pre bežné školy.

<b>Languages necessary to complete the course:</b> slovak language, czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Darina Tarcsiová, PhD.						
<b>Last change:</b> 12.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/M-PSPex008/22	<b>Course title:</b> Special methodology of teaching slovak language and literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (2 hours lecture + 3 hours seminar) - combined method. Student workload: 5 hours of teaching; 20 hours of portfolio assignments; 35 hours of preparation for the final test. A total of 60 hours of student work. Learning methods: Monological methods - lecturing, interpretation, explanation, narration. Dialogical methods - interview, debate, discussion. Didactic games. Project methods. Problem-based methods - creation of mind maps, brainstorming. Practical methods - written work, simulations, rehearsals. Guided self-study - working with text, solving problems and assignments.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will present his/her completed portfolio assignments on a topic assigned by the instructor. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. A student may obtain a maximum of 70 points for the written final examination and a maximum of 30 points for the portfolio. Credit will not be awarded unless the student earns at least 55% on the written test. A minimum of 60% is required for passing the course. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but	

can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.

Scale of assessment (preliminary/final): 100/0

### **Learning outcomes:**

The student will acquire adequate theoretical knowledge and practical skills necessary for teaching Slovak language and literature at the first level of primary schools for pupils with hearing impairment. At the same time, the student will acquire basic orientation in the design of the curriculum in the subject Slovak language and literature at the first level of primary schools and in the specifics of learning for pupils with hearing impairment. The following transferable skills are also developed in the course: communication skills, analytical skills, abstract and critical thinking skills and the ability to think in context.

### **Class syllabus:**

1.Definition of the subject Slovak language in the State Educational Programme - objectives, content, process. 2.Didactic principles specific for teaching Slovak language. 3.Teaching methods and forms in the subject Slovak language. 4.Didactic technique in the teaching of Slovak language. 5.Structure of the Slovak language lesson and its didactic analysis. 6.Complex linguistic analysis. Language exercises, their classification, methodological procedures in working with language exercises. 7.Sound level of language and spelling. Meaning/lexical plane. Shape/morphological plane. Syntactic/compositional plane. 8.Communicative reading skill. 9.Communicative skill to write. 10.Communication and style skills. 11.Modernization and effectiveness of the teaching process. 12.Activation methods and forms of work. 13.EXU-R communication framework supporting the development of critical and lateral thinking and learning.

### **Recommended literature:**

Compulsory readings:

JURÁNEKOVÁ, Z., NEUVIRTHOVÁ, S., 2016. Špecifiká teórie edukácie žiakov so sluchovým postihnutím vo vyučovacom predmete Slovenský jazyka na primárnom stupni vzdelávania, In: SCHMIDTOVÁ, M. (ed.). 2016. Teória edukácie žiakov so sluchovým postihnutím II. Bratislava: IRIS, 2016. s. 13-37. ISBN 978-80-89726-87-5.

TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).

SCHMIDTOVÁ M. (ed.).2016. Teória edukácie žiakov so sluchovým postihnutím. Bratislava: Iris, 2016. 145 s. ISBN 978-80-89726-59-2.

Recommended readings:

HAMPL, I., SCHMIDTOVÁ, M. (2016): Špecifiká edukácie detí s poruchou sluchu v ranom veku. Bratislava: IRIS. 2016. s. 222. ISBN 978-80-89726-85-1.

PALENČAROVÁ, J. - KUPCOVÁ, J. - KESSELOVÁ, J. (2003). Učíme slovenčinu – komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo. 240 s.

SOURALOVÁ, E. (2002): Čtení neslyšících. 1. vyd. Olomouc: Univerzita Palackého, 2002, s. 74. ISBN 80-244-0433-8.

TARCSIOVÁ, D. (2003): Čítanie a nepočujúce deti In: Speciální pedagogika, 2003, roč. 13, č. 2, s. 99–112.

Učebné osnovy a učebné plány slovenského jazyka ZŠ pre sluchovo postihnutých.

Učebnice slovenského jazyka ZŠ pre SP. Učebnice slovenského jazyka a literatúry pre bežné školy.

<b>Languages necessary to complete the course:</b> slovak language, czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Darina Tarcsiová, PhD.						
<b>Last change:</b> 12.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/M-PSPex011/22	<b>Course title:</b> Specific methods of education using primarily spoken language
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 8 hours of teaching per semester (lecture) - combined method. Student workload: 8 hours of teaching; 20 hours of seminar work preparation; 20 hours of preparation for the interim assessment; 38 hours of exam preparation. A total of 86 hours of student work. Educational methods: lecture, discussion, situation analysis method, guided self-study, case studies, heuristic method	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will prepare his/her term paper on a topic assigned by the teacher. To obtain the final grade A, it is necessary to obtain at least 91 points, to obtain grade B at least 81 points, to obtain grade C at least 73 points, to obtain grade D at least 66 points and to obtain grade E at least 60 points. A student may receive a maximum of 50 points for the written final examination and 50 points for the continuous assessment during the semester (of which a student may receive a maximum of 20 points for the seminar paper). Credit will not be awarded unless the student earns at least 55% on the written test. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does budet critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned	



minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.  
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**

The student defines basic terminological concepts, is oriented in specific methods of education of children and pupils with hearing loss using primarily spoken language, can describe the basic principles, goals and strategies of oral and auditory-verbal approach in education. The student will be able to specify the possibilities of using specific methods in education using primary spoken language.

The student develops critical thinking, reasoning in context, improves computer literacy, and is able to reflect on his/her own attitudes toward specific methods of educating children and students with hearing loss using primarily spoken language.

**Class syllabus:**

1.Basic concepts of oral communication and spoken language 2.Specifics of spoken language acquisition and communication in children and pupils with hearing loss. 3.Factors influencing the development of spoken language in children and pupils with hearing loss. 4. Methods of education in the history of pedagogy of the hearing impaired using primarily spoken language 5.Methods of education in the present pedagogy of the hearing impaired using primarily spoken language 6.Theoretical foundations of the oral approach, auditory-verbal approach in education. 7. Principles, goals, strategies of oral and auditory-verbal approach. 8. Early care and special education intervention for the hearing impaired. 9. Phonemic awareness training for children and pupils with hearing loss. 10. Trends in the education of children and pupils with hearing loss.

**Recommended literature:**

Compulsory readings:

SCHMIDTOVÁ, M., 2009. Orálne a auditívno-verbálne prístupy vo vzdelávaní detí a žiakov so sluchovým postihnutím, 2009. Bratislava: MABAG spol. s.r.o., 97 s. ISBN 978-80-89113-66-8.

SCHMIDTOVÁ, M., 2017. Rozvoj jazyka a reči u detí so sluchovým postihnutím, 2017.

Bratislava: IRIS s.r.o., 200 s., ISBN 978-80-8200-011-8.

Recommended readings:

HOVORKOVÁ, S., a kol., 2018. Máme dieťa s poruchou sluchu 1, 2018. Bratislava: Alfa print, s.r.o., 546 s., ISBN 978-80-89895-11-3. (vybrané časti)

HAMPL, I a SCHMIDTOVÁ, M. 2016. Špecifiká edukácie detí s poruchou sluchu v ranom veku, 2016. Bratislava: IRIS s.r.o., 222 s. ISBN 978-80-89726-85-1.

TARCSIOVÁ, D. a kol., 2016. Písmo a žiaci so stratou sluchu, 2016. Bratislava: IRIS s.r.o., 426 s. ISBN 978-80-89726-88-2. (vybrané časti)

NOVÁKOVÁ, I., a kol., 2020. Když dítě vidí, co má slyšet: Trénink jazykových schopností dle D.B.Elkonina u dětí se sluchovým postižením, 2020. Praha: Univerzita Karlova Pedagogická fakulta, 143 s., ISBN 978-80-7603-184-5.

PORUBOVIČOVÁ, Ľ. – CIRJAKOVÁ, Z. 2011. Dieťa s narušenou komunikačnou schopnosťou a so sluchovým postihnutím v ranom a predškolskom veku : Skúsenosti a odporúčania pre rodičov z pohľadu centra špeciálno-pedagogického poradenstva. 1. vyd. Lučenec : Centrum špeciálno-pedagogického poradenstva pri Základnej škole pre žiakov so sluchovým postihnutím internátnej, Karola Supa 48, 2001. 102 s. ISBN 978-80-970981-2-4.

PORUBOVIČOVÁ, Ľ. – CIRJAKOVÁ, Z. 2014. Model rozvoja predčitateľskej gramotnosti v skupine detí s rizikovým vývinom. In Harčariková, T. – Krajčí, P. : Poruchy učenia ako edukačný fenomén : zborník príspevkov. [CD-rom]. Bratislava : IRIS, 2014. s. 7-16. ISBN 978-80-89726-15-8.

<b>Languages necessary to complete the course:</b> slovak, czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Darina Tarcsiová, PhD., Mgr. Miroslava Tomášková, PhD.						
<b>Last change:</b> 12.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/M-PSPex010/22	<b>Course title:</b> Specific methods of education using sign language communication
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 8s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 8 hours of teaching per semester (lecture) - combined method. Student workload: 8 hours of teaching; 14 hours of semester work preparation; 20 hours of preparation for the intermediate test; 38 hours of preparation for the final test. A total of 80 hours of student work. Learning methods: monological - lecture, interpretation, dialogical - interview, discussion, problem-based methods - creation of mind maps, brainstorming, practical methods - written, practice, guided self-study - work with text, solving tasks and assignments.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> There will be one written quiz during the semester for 20 points, a term paper must be completed (25 points), and the student comes to the seminar prepared (5 points). The student will not be allowed to take the final test (50 points) until a minimum of 30 points has been earned during the semester. This means that he/she cannot be awarded credit for the course. The student must score a minimum of 50% on the final test. A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot	

<p>adequately apply to practice; E-minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment</p> <p>Scale of assessment (preliminary/final): 50/50</p>
<p><b>Learning outcomes:</b></p> <p>The student will gain knowledge (theoretical background, representatives, principles, procedures) about the methods of educating deaf children and pupils using sign communication. The student will understand the psychological, psycholinguistic and pedagogical/special pedagogical reasons for introducing these methods. Understand the differences between the different methods and how they can be applied in education of deaf pupils.</p> <p>The following transferable skills are also developed in the course Specific Methods of Education Using Sign Communication: analytical skills, abstract and critical thinking skills, communication skills, motivation and the ability to learn and think in context, metacognitive skills, supervisory skills, comparative skills</p>
<p><b>Class syllabus:</b></p> <p>1. Historical cross-section of methods using sign language communication. The influence of the Milan Congress on the education of the deaf in Europe and America. 2. Changes in views of sign language. The academic direction of sign language research. The pedagogical direction of sign language research. European Parliament resolutions on sign language. Convention on the Rights of Persons with Disabilities. 3. Total communication. Background and basic features of total communication. Arguments for and against total communication. 4. Simultaneous communication. 5. The concept of bilingualism, bimodal bilingualism. Strategies of bilingual education. Bimodal bilingualism and its characteristics. Differences and similarities of hearing and deaf bilingualism. 6. The origins of the bilingual approach in deaf education. Bilingual education in early childhood and preschool. Conditions for bilingual education of the deaf at school age. 7. The bilingual approach and its application in PSP. Bibi-toolbox and its analysis. Teacher training, aids, communication. Didactics of sign language. History of the Deaf as part of the subject. 8. Bimodal-bilingual education of the Deaf in Europe. 9. Acquisition of sign language. 10. Teaching the subject of Slovak Sign Language. Educational area of special educational support and the teaching subject of Slovak Sign Language. 11. Sign language, bimodal bilingualism and integration/inclusion. 12. Bimodal bilingualism and cochlear implants. Deaf children of deaf parents and the cochlear implant. 13. Selected aspects of didactics and methodology of bilingual education for the deaf. 14. Deaf community and culture. Deaf Culture. Rules of conduct and rules of communication. Biculturalism, identity of persons with severe hearing loss.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>TARCSIOVÁ, D. Posunkový jazyk a vzdelávanie nepočujúcich. Bratislava IRIS, 2019. s. 315 ISBN 978-80-8200-040-8.</p> <p>Kolektív autorov: Bibi toll box, výsledky projektu De-Sign Bilingual dostupné na: <a href="https://www.univie.ac.at/teach-designbilingual/index.php?id=28&amp;matId=120">https://www.univie.ac.at/teach-designbilingual/index.php?id=28&amp;matId=120</a></p> <p>Recommended readings:</p> <p>DOMANCOVÁ, I. – VOJTECHOVSKÝ, R. 2016. Slovenský posunkový jazyk – špecifický vyučovací predmet pre žiakov so sluchovým postihnutím jazyková úroveň A1,A2,B1. Bratislava: ŠPÚ, s. 78.</p> <p>HOVORKOVÁ, S. – RZYMANOVÁ, M. – TARCSIOVÁ, D.: Máme dieťa s poruchou sluchu 2. – Kapitola 9 Posunkovať alebo neposunkovať? s. 146 – 194. <a href="https://www.nepocujucedieta.sk/buxus/docs/na_stiahnutie/Mame_dietu_s_poruchou_sluchu_WEB_2.pdf">https://www.nepocujucedieta.sk/buxus/docs/na_stiahnutie/Mame_dietu_s_poruchou_sluchu_WEB_2.pdf</a></p>

SWANWICK, R. (2016): Deaf childrens bimodal bilingualism and education. 65 s. [cit. 2017-04-18]. Dostupné na internete: <a href="http://epints.whiterose.ac.uk/96878/">http://epints.whiterose.ac.uk/96878/</a>						
<b>Languages necessary to complete the course:</b> slovak language, czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> prof. PaedDr. Darina Tarcsiová, PhD.						
<b>Last change:</b> 12.09.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/M-PSPex012/22	<b>Course title:</b> Specific teaching subjects
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method. Student's workload: 5 hours of teaching; 20 hours of portfolio assignments; 30 hours of preparation for the final test. A total of 55 hours of student work. Methods of education: monological methods - lecturing, interpretation, explanation, narration. Dialogical methods - interview, debate, discussion. Didactic games. Project methods. Problem-based methods - creation of mind maps, brainstorming. Practical methods - written work, simulations, practice. Guided self-study - working with text, solving problems and assignments.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will present his/her completed portfolio assignments on a topic assigned by the instructor. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. A student may obtain a maximum of 70 points for the written final test and a maximum of 30 points for the portfolio. Credit will not be awarded unless the student earns at least 55% on the written test. A minimum score of 60% is required to pass the course. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-excellent performance, student knows/can/creates/critically evaluates; B-excellent performance, student knows/can, but critical thinking is borderline; C-good performance, student although knows/learns, can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E-minimally acceptable performance, student has	

<p>learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student did not meet the criteria for the assignment</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b></p> <p>Students will acquire adequate theoretical knowledge and practical skills on specific teaching subjects - auditory and speech education, communication skills and slovak sign language. They will be able to acquire and apply valid data for the formulation of goals, tasks, strategies of methods of auditory and speech education, to systematically form and develop communication skills of pupils with hearing impairment, to develop receptive, central and expressive components of speech of pupils with hearing impairment and to develop the ability of pupils with hearing impairment to express themselves in Slovak sign language, grammatical thinking, independence in working with available resources, acquiring age-appropriate knowledge of Slovak sign language.</p> <p>The following transferable skills are also developed in the course: communication skills, analytical skills, abstract and critical thinking skills and thinking in context.</p>
<p><b>Class syllabus:</b></p> <p>Education of pupils with hearing impairment at the primary level. State educational programme for primary education. Educational programme for pupils with hearing impairment at the primary level of education. Educational area - Special educational support.</p> <p>Hearing and speech education: characteristics, objectives, principles, course, content, methodological procedures used in hearing and speech education.</p> <p>Communication skills: characteristics of the teaching subject, aim of the teaching subject, content of the teaching subject, methods, principles, forms. Communication and specifics of communication of pupils with hearing impairment. Special-educational diagnostics of communication skills of pupils with hearing impairment. Programmes to support the development of communication skills in pupils with hearing impairment.</p> <p>Slovak Sign Language - characteristics of the teaching subject, aim of the teaching subject, content of the teaching subject, methods, principles, forms. Communication level A1 - A2.1 and communication topics.</p> <p>Teaching aids used in teaching specific subjects at the primary education level.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>TARCSIOVÁ, D. (2005): Komunikačný systém sluchovo postihnutých a spôsob prekonávania ich komunikačnej bariéry. Bratislava: Sapientia, 2005. s. 222 . ISBN 80-969112-7-9.</p> <p>Recommended readings:</p> <p>DOMANCOVÁ, I., VOJTECHOVSKÝ, R. 2016. Slovenský posunkový jazyk špecifický vyučovací predmet pre žiakov so sluchovým postihnutím jazyková úroveň A1, A2, B1. 1. vyd. Bratislava: Štátny pedagogický ústav, 2016. s. 80. ISBN 978-80-8118-184-9. Dostupné na: <a href="http://www.mpc-edu.sk/library/files/_itate_sk_gramotnos_na_vyu_ovan_.pdf">http://www.mpc-edu.sk/library/files/_itate_sk_gramotnos_na_vyu_ovan_.pdf</a></p> <p>HOVORKOVÁ, S., RZYMANOVÁ, M., TARCSIOVÁ, D. 2017. Máme dieťa s poruchou sluchu 2. Bratislava: Nadácia Pontis, 2017. s. 446. ISBN 978-80-89895-08-3.</p> <p>KASTELOVÁ, A. ; SCHMIDTOVÁ, M. Diagnostika v špeciálnej pedagogike. Bratislava: Sapientia, 2012.- 220 s. ISBN 978-80-89229-24-6.</p> <p>KOUDELKOVÁ, Š., TARCSIOVÁ, D. 2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím. Bratislava: IRIS s.r.o., 2017. 202 s. ISBN 9788082000156.</p> <p>SCHMIDTOVÁ, M. 2011. Nová terminológia v oblasti sluchovej výchovy u detí so sluchovým postihnutím. In: Paedagogica specialis 25. Bratislava: Univerzita Komenského, 2011. - S. 19-24. - ISBN 978-80-223-2862-3. - (Zborník Pedagogickej fakulty Univerzity Komenského)</p>

SCHMIDTOVÁ, M. 1995. Sluchová výchova. Banská Bystrica : Metodické centrum, 1995. 38 s .ISBN 80-8041-078-X  
 TARCSIOVÁ, D. 2019. Posunkový jazyk a vzdelávanie nepočujúcich. 1. vyd. Bratislava: IRIS, 2019. s. 316. ISBN 978-80-8200-040-8.  
 TARCSIOVÁ, D. 2010. Základy posunkového jazyka pre študentov [elektronický dokument]. Bratislava: Mabag. 2010, 70 s. ISBN 978-80-89113-80-4.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. PaedDr. Darina Tarcsiová, PhD.

**Last change:** 12.09.2023

**Approved by:**



## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KSpP/M-PSPex012/22	<b>Course title:</b> Specific teaching subjects
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (seminar) - combined method. Student's workload: 5 hours of teaching; 20 hours of portfolio assignments; 30 hours of preparation for the final test. A total of 55 hours of student work. Methods of education: monological methods - lecturing, interpretation, explanation, narration. Dialogical methods - interview, debate, discussion. Didactic games. Project methods. Problem-based methods - creation of mind maps, brainstorming. Practical methods - written work, simulations, practice. Guided self-study - working with text, solving problems and assignments.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will present his/her completed portfolio assignments on a topic assigned by the instructor. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. A student may obtain a maximum of 70 points for the written final test and a maximum of 30 points for the portfolio. Credit will not be awarded unless the student earns at least 55% on the written test. A minimum score of 60% is required to pass the course. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-excellent performance, student knows/can/creates/critically evaluates; B-excellent performance, student knows/can, but critical thinking is borderline; C-good performance, student although knows/learns, can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E-minimally acceptable performance, student has	

<p>learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student did not meet the criteria for the assignment</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p><b>Learning outcomes:</b></p> <p>Students will acquire adequate theoretical knowledge and practical skills on specific teaching subjects - auditory and speech education, communication skills and slovak sign language. They will be able to acquire and apply valid data for the formulation of goals, tasks, strategies of methods of auditory and speech education, to systematically form and develop communication skills of pupils with hearing impairment, to develop receptive, central and expressive components of speech of pupils with hearing impairment and to develop the ability of pupils with hearing impairment to express themselves in Slovak sign language, grammatical thinking, independence in working with available resources, acquiring age-appropriate knowledge of Slovak sign language.</p> <p>The following transferable skills are also developed in the course: communication skills, analytical skills, abstract and critical thinking skills and thinking in context.</p>
<p><b>Class syllabus:</b></p> <p>Education of pupils with hearing impairment at the primary level. State educational programme for primary education. Educational programme for pupils with hearing impairment at the primary level of education. Educational area - Special educational support.</p> <p>Hearing and speech education: characteristics, objectives, principles, course, content, methodological procedures used in hearing and speech education.</p> <p>Communication skills: characteristics of the teaching subject, aim of the teaching subject, content of the teaching subject, methods, principles, forms. Communication and specifics of communication of pupils with hearing impairment. Special-educational diagnostics of communication skills of pupils with hearing impairment. Programmes to support the development of communication skills in pupils with hearing impairment.</p> <p>Slovak Sign Language - characteristics of the teaching subject, aim of the teaching subject, content of the teaching subject, methods, principles, forms. Communication level A1 - A2.1 and communication topics.</p> <p>Teaching aids used in teaching specific subjects at the primary education level.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>TARCSIOVÁ, D. (2005): Komunikačný systém sluchovo postihnutých a spôsob prekonávania ich komunikačnej bariéry. Bratislava: Sapientia, 2005. s. 222 . ISBN 80-969112-7-9.</p> <p>Recommended readings:</p> <p>DOMANCOVÁ, I., VOJTECHOVSKÝ, R. 2016. Slovenský posunkový jazyk špecifický vyučovací predmet pre žiakov so sluchovým postihnutím jazyková úroveň A1, A2, B1. 1. vyd. Bratislava: Štátny pedagogický ústav, 2016. s. 80. ISBN 978-80-8118-184-9. Dostupné na: <a href="http://www.mpc-edu.sk/library/files/_itate_sk_gramotnos_na_vyu_ovan_.pdf">http://www.mpc-edu.sk/library/files/_itate_sk_gramotnos_na_vyu_ovan_.pdf</a></p> <p>HOVORKOVÁ, S., RZYMANOVÁ, M., TARCSIOVÁ, D. 2017. Máme dieťa s poruchou sluchu 2. Bratislava: Nadácia Pontis, 2017. s. 446. ISBN 978-80-89895-08-3.</p> <p>KASTELOVÁ, A. ; SCHMIDTOVÁ, M. Diagnostika v špeciálnej pedagogike. Bratislava: Sapientia, 2012.- 220 s. ISBN 978-80-89229-24-6.</p> <p>KOUDELKOVÁ, Š., TARCSIOVÁ, D. 2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím. Bratislava: IRIS s.r.o., 2017. 202 s. ISBN 9788082000156.</p> <p>SCHMIDTOVÁ, M. 2011. Nová terminológia v oblasti sluchovej výchovy u detí so sluchovým postihnutím. In: Paedagogica specialis 25. Bratislava: Univerzita Komenského, 2011. - S. 19-24. - ISBN 978-80-223-2862-3. - (Zborník Pedagogickej fakulty Univerzity Komenského)</p>

SCHMIDTOVÁ, M. 1995. Sluchová výchova. Banská Bystrica : Metodické centrum, 1995. 38 s .ISBN 80-8041-078-X  
TARCSIOVÁ, D. 2019. Posunkový jazyk a vzdelávanie nepočujúcich. 1. vyd. Bratislava: IRIS, 2019. s. 316. ISBN 978-80-8200-040-8.  
TARCSIOVÁ, D. 2010. Základy posunkového jazyka pre študentov [elektronický dokument]. Bratislava: Mabag. 2010, 70 s. ISBN 978-80-89113-80-4.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. PaedDr. Darina Tarcsiová, PhD.

**Last change:** 12.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KŠP/M-PSPex003/22	<b>Course title:</b> Theory of education of the hearing impaired
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 5s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> 5 hours of teaching per semester (lecture) - combined method. Student workload: 5 hours of teaching; 26 hours of preparation of semester papers; 15 hours of preparation for the intermediate test; 34 hours of preparation for the final test. A total of 80 hours of student work. Learning methods: Dialogical - interview, discussion, problem-based methods - creation of mind maps, brainstorming.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KŠP/M-SPPex007/22 - Theory and didactics of special education and educational rehabilitation	
<b>Course requirements:</b> There will be one written quiz during the semester for 20 points, a term paper must be completed (25 points), and the student comes to the seminar prepared (5 points). The student will not be allowed to take the final test (50 points) until a minimum of 30 points has been earned during the semester. This means that he/she cannot be awarded credit for the course. The student must score a minimum of 50% on the final test. A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E-minimally acceptable performance, student has learned minimally	

and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.  
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**

After completing the course, the student knows the theoretical basis of education of pupils with hearing impairment. On the basis of knowledge from general didactics, the student is able to modify methods, forms, means of teaching with pupils with hearing impairment in different educational environments (special school and integrated/inclusive environments). Knows the learning styles and learning strategies of pupils and is able to apply them in the educational process. Has theoretical knowledge of the possibilities of assessment and classification of pupils with SP and is able to apply them in practice. Knows the administration related to teaching in special and mainstream school settings and has experience of using and completing it.

The following transferable skills are also developed in the course Theory of Education of the Hearing Impaired: communication skills, analytical skills, abstract and critical thinking skills, motivation and the ability to learn and think in context, metacognitive skills, supervisory skills.

**Class syllabus:**

1. Basis of the theory of education of pupils with hearing impairment in Slovakia. Key problems of the theory of education of pupils with learning disabilities. Methods, forms, means, principles of SP teaching. Cognitive goals, affective goals, motor goals. Practical preparation of some activities with incorporation of methods, forms and means. 2. Learning styles and teaching strategies in special schools and mainstream schools. 3. School documents and materials and their use (State Educational Programme, Educational Programme for the Hearing Impaired, School Educational Programme, Curricula, syllabuses). Methodological instruction for the preparation of school educational programmes. 4. Educational programme for pupils with hearing impairment. Profile of the graduate. Educational areas, teaching subjects. Content standard, performance standard, key competences and their application in primary school. 5. Pedagogical and organizational guidelines for the school year. Thematic plans. The role of methodological associations and subject committees. Preparation for teaching. 6. Evaluation and classification in terms of the pedagogy of the hearing impaired. Application of the methodological guidelines. Patterns of pedagogical documentation and documents - methods of filling in, practical filling in of given materials. 7. Personnel and organizational provision of teaching (special educator, school special educator, teaching assistant...). Decree on special school, specifics within the school for the hearing impaired (grades, division of school, division of pupils, numbers of pupils in a class, numbers of pupils in school activities...). 8. Education in integrated/inclusive education. Specifics of the theory of education in the mainstream school (creating conditions for education in the mainstream school). The support team and its roles. 9. Specific textbooks for pupils with hearing impairment - current situation and vision for the future. Specific methods of education for the hearing impaired and their application in the conditions of special schools for the hearing impaired and in an integrated/inclusive environment.

**Recommended literature:**

Compulsory readings:

SCHMIDTOVÁ M. a kol. 2016. Teória edukácie žiakov so sluchovým postihnutím I. Bratislava - Iris – Vydavateľstvo a tlač, s.r.o., 2016. 145 s. ISBN 978-80-89726-59-2.

SCHMIDTOVÁ M. a kol. 2016. Teória edukácie žiakov so sluchovým postihnutím II. Bratislava - Iris – Vydavateľstvo a tlač, s.r.o., 2016, 354 s. (9.kapitola)

Recommended readings:

TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).

HOVORKOVÁ, S., a kol. 2018. Máme dieťa s poruchou sluchu 1, 2018. Bratislava: A lfa print, s.r.o., 546 s., ISBN 978-80-89895-11-3 (vybrané časti).

Kolektív autorov: 2016. Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. 2016. Bratislava: ŠPÚ, 118 s. (časť venovaná problematike žiakov so sluchovým postihnutím). 4) Dostupné na: [http://www.statpedu.sk/sites/default/files/nove\\_dokumenty/deti-a-ziaci-so-zdravotnym-znevychodnenim/Aplikacia\\_VPpre\\_ZZ\\_VIN\\_2016.pdf](http://www.statpedu.sk/sites/default/files/nove_dokumenty/deti-a-ziaci-so-zdravotnym-znevychodnenim/Aplikacia_VPpre_ZZ_VIN_2016.pdf)

PEDAGOGICKO-ORGANIZAČNÉ POKYNY na konkrétny školský rok Dostupné na: <https://www.minedu.sk>

Vzdelávací program pre deti a žiakov so sluchovým postihnutím.

Vybraný školský vzdelávací program a tematický výchovno-vzdelávací plán

POTMEŠIL, M. a kol. 2012. Metodika práce se žákem se sluchovým postižením. Olomouc: UP, s. 136 ISBN 978-80-244-3310-3.

322/2008 Z. z. VYHLÁŠKA Ministerstva školstva Slovenskej republiky zo 6. augusta 2008 o špeciálnych školách

320/2008 Z. z. VYHLÁŠKA Ministerstva školstva Slovenskej republiky z 23. júla 2008 o základnej škole

Metodický pokyn č. 22/2011 na hodnotenie žiakov základnej školy

Metodické usmernenie: tvorba školského vzdelávacieho programu

Dokumenty pre ZŠ (vysvedčenie, triedna kniha.....).

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

**Lecturers:** prof. PaedDr. Darina Tarcsiová, PhD.

**Last change:** 12.09.2023

**Approved by:**