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COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde028/22	A comparative Lexicology of English and Slovak

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Number of hours: 2 per week, 22 per semester
Student workload: 56 hours in total
Direct teaching = 22 h, continuous out-of-class preparation (revision + homework) = 10 h, 1st practical test = 10 h, 2nd practical test = 7 h, theoretical test = 7 h
Teaching methods:
Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena, pair-work, didactic games, comparison of the lexical features of English and Slovak, discussion of the topics covered in the class, lexical analysis of short authentic texts, building strategies aimed at the identification of the differences between English and Slovak lexical levels

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Recommended prerequisites:
M-ANGde001 English lexicology

Course requirements:
Course completion requirements:
Continuous assessment (100%):
1st practical test – 40%
2nd practical test – 30%
Theoretical test – 30%
Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX
Grade A : The student can correctly identify different types of words in English and Slovak and their basic differences, can find differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. of extra-linguistic reality, knows all types of word-formation and can practically compare them in the two languages, knows and can compare paradigmatic relationships in the vocabulary of English and Slovak, is able to compare the processes of foreign word acquisition in English and Slovak.

Grade B: The student can correctly identify the types of words in English and Slovak and their basic differences, can find differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. He/she is familiar with and can compare most of the paradigmatic relations in the vocabulary of English and Slovak, he/she can compare the processes of the acquisition of foreign words in English and Slovak, he/she knows different types of word-formation and can compare them practically in the two languages.
Grade C: The student can correctly identify some types of words in English and Slovak and their basic differences, can find the main differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. He/she knows and can compare most of the paradigmatic relations in the vocabulary of English and Slovak, can compare succinctly the processes of acquisition of foreign words in English and Slovak.
Grade D: The student can correctly identify the basic types of words in English and Slovak and their main differences, can find some differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. He/she knows and can compare some paradigmatic relations in the vocabulary of English and Slovak, he/she can compare succinctly the processes of the acquisition of foreign words in English and Slovak.
Grade E: The student can correctly identify the main types of words in English and Slovak and knows their most basic differences, can find some differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. He/She knows and can briefly compare some basic paradigmatic relations in the vocabulary of English and Slovak, he/she can compare in a simple manner the processes of foreign word acquisition in English and Slovak.
Terms of evaluation
The final grade will be awarded to those students who have taken all three tests administered during the semester. The student is entitled to alternative dates of the three tests (if he/she has not attended the assessment for medical or other serious reasons), but he/she is not entitled to any re-sits.
Scale of assessment (preliminary/final): Continuous assessment (100%): 1st practical test – 40% 2nd practical test – 30% Theoretical test – 30%

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student knows the types of words, is familiar with the basic onomasiological principles of vocabulary formation, knows the different types of word-formation in the English and Slovak language, knows the formal and semantic paradigmatic relations among English and Slovak words, learns the theoretical foundations of English and Slovak phraseology, is familiar with the processes of the acquisition of foreign words in English and Slovak.
Skills:
The student can correctly identify different types of words in English and Slovak and their basic differences, can find the differences between English and Slovak in the degree and type of abstraction in the naming process, knows the types of word-formation and can practically compare them in the two languages, knows and can compare the paradigmatic relations in the vocabulary of English and Slovak, is able to compare the processes of the borrowing of foreign words in English and Slovak, knows the strategies of the systematic lexical comparison of the two languages, can use the acquired knowledge in a suitable and appropriate way in the classroom.
Competences:
The student learns to work independently and in a team in the process of the lexical comparison of English and Slovak, can communicate professionally about various lexical phenomena, can find and

use digital resources and aids for his/her further independent development, develops the ability to analyse and synthesize linguistic texts, is able to read academic literature, is able to link the acquired theoretical and practical knowledge with the subject of research in other linguistic disciplines, has adequately developed presentation and argumentation skills, and is ready to take responsibility for his/her further professional and vocational growth.

Class syllabus:

Course contents:

Main themes of the course:

Word types in English and Slovak, abstraction in the process of naming lexical units, affixation in English and Slovak, composition and conversion in English and Slovak, comparison of secondary and marginal word-formation processes, formal paradigmatic relations between English and Slovak words, semantic paradigmatic relations in English and Slovak, collocations and idioms, foreign words in English and Slovak vocabulary .

By means of the above content, the student learns the differences and similarities between the lexical levels of English and Slovak, recognizes their different structural-functional characteristics, learns the methods of using theoretical knowledge in the practical analysis and comparison of linguistic resources of English and Slovak, develops his/her awareness of the differences between two typologically different languages, acquires the ability to analyse and compare the linguistic resources of English and Slovak at C1 level, can read academic literature in English, learns to work independently and in a team to solve linguistic problems, learns the strategies to prevent interference of the mother tongue when learning English, can appropriately apply the acquired knowledge and skills in the classroom.

Recommended literature:

Compulsory readings:

PAVLÍK, R. (2021). A Textbook of English Lexicology I. Word Structure, Word-Formation, Word Meaning. 2nd edition. Bratislava: Z-F Lingua.

PAVLÍK, R. (2018). A Textbook of English Lexicology II: Word Relations, Words in Use, Lexical Variation and Change. Bratislava: Z-F Lingua.

Recommended readings:

POPESCU, F. (2019). A Paradigm of Comparative Lexicology. Newcastle upon Tyne: Cambridge Scholars Publishing.

ORGOŇOVÁ, O. and BOHUNICKÁ, A. (2011). Lexikológia slovenčiny. Bratislava: Stimul.

All of the above books are available in Slovak libraries and/or bookshops (or online).

Languages necessary to complete the course:

English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
88,24	0,0	8,82	0,0	0,0	0,0	2,94

Lecturers:

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde011/15	Andragogy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 87

A	ABS	B	C	D	E	FX
51,72	0,0	20,69	16,09	2,3	3,45	5,75

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change: 03.09.2016

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde011/15	Andragogy

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 87

A	ABS	B	C	D	E	FX
51,72	0,0	20,69	16,09	2,3	3,45	5,75

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 03.09.2016

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde006/22	Basics of language culture

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week: seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours; 27 hours of preparation for the midterm test, 14 hours of preparation for the paper, 27 hours of preparation for the language proofreading
Total 90 hours of student work.
Teaching methods: explanation, discussion of the topic, solving problems and assignments, practical problem solving, work with text, small group work, e-learning

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester by:
• a midterm test after the 4th topic (40 points),
• a paper (20 points),
• proofreading of the text after the 10th topic (40 points).
The course is completed with a grade resulting from the continuous assessment of the learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (mid-term test: less than 24 points; paper: less than 12 points; proofreading of the text: less than 24 points).
A (100 - 93 %, excellent - outstanding results): excellent performance: The student has an excellent knowledge of contemporary linguistic culture theory to the required extent, logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired knowledge in a convincing manner, and is able to apply and adapt it creatively at an excellent level, innovate and propose working procedures in the field of language standards and language practice in school practice, has the ability to creatively independently and imaginatively solve individual

tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his speech is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of contemporary linguistic culture theory to the required extent, logically arranges the facts presented with only minor errors, takes a partially critical attitude to the acquired knowledge and is able to apply, adapt and innovate working practices in the field of language standards and language practice in school practice very well, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the current theory of language culture to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply the acquired knowledge and existing working practices in the field of language standards and language practice in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the contemporary theory of language culture to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working practices in the field of language standard and language practice in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of contemporary linguistic culture theory to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired knowledge and existing working practices in the field of language standard and language practice in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the current theory of language culture to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to work in the field of language standard and language practice in school practice, cannot solve individual tasks and assignments, cannot self-study further.

Learning outcomes:
The student knows the theoretical background in the field of linguistic culture. The student understands the concepts and terms contemporary written language and contemporary written Slovak language with a focus on the periodisation of the history of written language and written Slovak language. He is familiar with the codification manuals that stood at the beginning of the stage of contemporary written Slovak, as well as with the currently valid codification manuals in book and electronic form available on the website of the Ľudovít Štúr Institute of Linguistics. The student has knowledge of the systemolinguistic and sociolinguistic approach to language culture, to the norm, to language practice, to codification or to the user of the written language and can critically evaluate the use of these approaches in teaching and proofreading practice. They have acquired the approach of an active and creative language user and can correctly evaluate the use of linguistic resources in relation to the communicative environment and the mode of communication, with a focus on school-age children. The student possesses knowledge concerning current problematic phenomena in the field of linguistic norms within individual subsystems of language and is able to apply them creatively in the school environment in the position of a teacher of lower and upper secondary education. The student is able to see individual phenomena in a broader linguistic, cultural and social context. Through problem solving, the student has acquired the skills to actively gather information

and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts and opinions and to formulate and defend arguments.
They have also acquired a number of transferable skills, in particular analytical thinking, creativity and the ability to think abstractly. It is able to use its ability to critically assess the suitability and appropriateness of the information it receives to develop its own linguistic expression and to improve the communicative competence of pupils in lower and upper secondary education. He is able to communicate the acquired information to professionals and lay people. The student has acquired the competence to expand his/her knowledge independently and the ability to identify and evaluate the broader context of professional issues.

Class syllabus:

1. Contemporary written language and contemporary written Slovak. Stability and dynamism of the written language.
2. National language and its stratification. Standard, codification, linguistic anxiety, orthography anxiety, valid codification manuals of contemporary written Slovak.
3. Users of written Slovak, language patterns, language personalities. Language education in and out of school.
4. Contemporary written Slovak. Language culture and criteria of orthography.
5. Problematic phenomena of the sound subsystem. Selected orthoepic phenomena.
6. Rhythmic law from the perspective of codification.
7. Problematic phenomena of the morphological and syntactic subsystem.
8. Problematic phenomena of the lexical subsystem. Spoken and unspoken lexis.
9. The question of the protection of the Slovak language. Non-linguistic influences. Adoption of expressions. Englishisms and Bohemianisms.
10. Selected orthographic phenomena.
11. Linguistic proofreading of the text.

The student will be able to define a linguistic norm and its relationship to linguistic practice. The student will be able to interpret the theoretical basis of the conditions for the definition of the concept and term user of written Slovak. The student will acquire knowledge of the basic factors that influence language culture and language learning. The student will be able to explain the ways of acquiring and using the national or written language with a focus on school and out-of-school language education. As a linguistic role model, he/she will be able to naturally activate and develop a positive attitude of the pupil towards the language and in particular towards written Slovak. He/she will learn to compare and critically evaluate the systemolinguistic and sociolinguistic approach to the language user and his/her linguistic expressions. In the context of problematic phenomena of the sound subsystem, the student will consolidate and practise knowledge focused on the pronunciation of soft and hard consonants, on the syllabic changes within and at the end of a word. The student will learn the essence of the rhythmic law and its reflection in older and newer codification and non-codification manuals, and will be able to apply it correctly in the production of his/her own speeches. The student will master the practical use of selected orthographic and orthographic rules and learn how to implement them in educational activities in school settings. The student will be able to identify and correct the most frequent lexical, morphological and syntactic linguistic errors. On the basis of vocabulary differentiation, the student will be aware of the different use of written and unwritten lexical resources in formal and informal speech and language and will be able to use them appropriately in specific speech and language expressions. The student will become familiar with the issue of the protection of the written language contained in the Act on the State Language and the concept of the care of the state language in the application subsystem, with a focus on education and training. The student will be familiar with and be able to critically evaluate the purist and functionalist approach to the protection of the written language and the related foreign language

influences. The student will become familiar with the most frequent and established bohemianisms in the Slovak language and will be able to critically assess their occurrence in linguistic and speech manifestations from the perspective of systemic linguistics and sociolinguistics. He/she will learn how to actively acquire information related to linguistic norms, orthographic and orthographic norms and linguistic culture from the website of the Ľudovít Štúr Institute of Linguistics (mainly from the archive of the journal Kultúra slova, by using the online version of the currently valid codification manuals and by using the dictionary portal) and to implement them in educational and proofreading activities. The course will lead the student to the effective use of cross-cutting and specialized knowledge, consolidate and develop his/her skill to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using the appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action.

Recommended literature:

Compulsory readings:

KAČALA, J. 2021. Súčasný spisovný jazyk. 1. vyd. Martin: Vydavateľstvo Matice slovenskej. 142 s. ISBN 978-80-8115-310-5.

Kultúra slova. Red. S. Mislovičová. Bratislava: JÚĽŠ v Bratislave.

Recommended readings:

KAČALA, J. 2014. State o slovenskej kvantite a rytmickom zákone. Bratislava: Univerzita Komenského v Bratislave. 140 s. ISBN 978-80-223-3833-2. (selected chapters)

DOLNÍK, J. 2010. Teória spisovného jazyka. 1. vyd. Bratislava: VEDA. 301 s. ISBN 978-80-224-1119-6. (selected chapters)

ŽEŇUCH, P. 2020. Zvuková rovina cirkevnej slovančiny u Slovákov. Bratislava: Ústav filologických štúdií Pedagogickej fakulty Univerzity Komenského v Bratislave, Katedra slovenského jazyka a literatúry. Elektronická publikácia vyšla vlastným nákladom autora na študijné účely. 57 s. ISBN 978-80-570-2716-4. Internetový odkaz: – https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KSJL/rozne/ZENUCH_Peter_Zvukova_rovina_cirkevnej_slovanciny_u_Slovakov__1_.pdf (selected parts)

Pravidlá slovenského pravopisu. Red. M. Považaj. Bratislava: 2013. 592 s. ISBN 978-80-224-1331-2.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 267

A	ABS	B	C	D	E	FX
67,79	0,0	20,22	8,99	1,5	1,5	0,0

Lecturers:

Last change: 27.02.2024

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde006/22	Basics of language culture

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week: seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours; 27 hours of preparation for the midterm test, 14 hours of preparation for the paper, 27 hours of preparation for the language proofreading
Total 90 hours of student work.
Teaching methods: explanation, discussion of the topic, solving problems and assignments, practical problem solving, work with text, small group work, e-learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester by:
• a midterm test after the 4th topic (40 points),
• a paper (20 points),
• proofreading of the text after the 10th topic (40 points).
The course is completed with a grade resulting from the continuous assessment of the learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (mid-term test: less than 24 points; paper: less than 12 points; proofreading of the text: less than 24 points).
A (100 - 93 %, excellent - outstanding results): excellent performance: The student has an excellent knowledge of contemporary linguistic culture theory to the required extent, logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired knowledge in a convincing manner, and is able to apply and adapt it creatively at an excellent level, innovate and propose working procedures in the field of language standards and language practice in school practice, has the ability to creatively independently and imaginatively solve individual

tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his speech is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of contemporary linguistic culture theory to the required extent, logically arranges the facts presented with only minor errors, takes a partially critical attitude to the acquired knowledge and is able to apply, adapt and innovate working practices in the field of language standards and language practice in school practice very well, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the current theory of language culture to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply the acquired knowledge and existing working practices in the field of language standards and language practice in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the contemporary theory of language culture to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working practices in the field of language standard and language practice in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of contemporary linguistic culture theory to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired knowledge and existing working practices in the field of language standard and language practice in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the current theory of language culture to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to work in the field of language standard and language practice in school practice, cannot solve individual tasks and assignments, cannot self-study further.

Learning outcomes:

The student knows the theoretical background in the field of linguistic culture. The student understands the concepts and terms contemporary written language and contemporary written Slovak language with a focus on the periodisation of the history of written language and written Slovak language. He is familiar with the codification manuals that stood at the beginning of the stage of contemporary written Slovak, as well as with the currently valid codification manuals in book and electronic form available on the website of the Ľudovít Štúr Institute of Linguistics. The student has knowledge of the systemolinguistic and sociolinguistic approach to language culture, to the norm, to language practice, to codification or to the user of the written language and can critically evaluate the use of these approaches in teaching and proofreading practice. They have acquired the approach of an active and creative language user and can correctly evaluate the use of linguistic resources in relation to the communicative environment and the mode of communication, with a focus on school-age children. The student possesses knowledge concerning current problematic phenomena in the field of linguistic norms within individual subsystems of language and is able to apply them creatively in the school environment in the position of a teacher of lower and upper secondary education. The student is able to see individual phenomena in a broader linguistic, cultural and social context. Through problem solving, the student has acquired the skills to actively gather information

and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts and opinions and to formulate and defend arguments.
They have also acquired a number of transferable skills, in particular analytical thinking, creativity and the ability to think abstractly. It is able to use its ability to critically assess the suitability and appropriateness of the information it receives to develop its own linguistic expression and to improve the communicative competence of pupils in lower and upper secondary education. He is able to communicate the acquired information to professionals and lay people. The student has acquired the competence to expand his/her knowledge independently and the ability to identify and evaluate the broader context of professional issues.

Class syllabus:

1. Contemporary written language and contemporary written Slovak. Stability and dynamism of the written language.
2. National language and its stratification. Standard, codification, linguistic anxiety, orthography anxiety, valid codification manuals of contemporary written Slovak.
3. Users of written Slovak, language patterns, language personalities. Language education in and out of school.
4. Contemporary written Slovak. Language culture and criteria of orthography.
5. Problematic phenomena of the sound subsystem. Selected orthoepic phenomena.
6. Rhythmic law from the perspective of codification.
7. Problematic phenomena of the morphological and syntactic subsystem.
8. Problematic phenomena of the lexical subsystem. Spoken and unspoken lexis.
9. The question of the protection of the Slovak language. Non-linguistic influences. Adoption of expressions. Englishisms and Bohemianisms.
10. Selected orthographic phenomena.
11. Linguistic proofreading of the text.

The student will be able to define a linguistic norm and its relationship to linguistic practice. The student will be able to interpret the theoretical basis of the conditions for the definition of the concept and term user of written Slovak. The student will acquire knowledge of the basic factors that influence language culture and language learning. The student will be able to explain the ways of acquiring and using the national or written language with a focus on school and out-of-school language education. As a linguistic role model, he/she will be able to naturally activate and develop a positive attitude of the pupil towards the language and in particular towards written Slovak. He/she will learn to compare and critically evaluate the systemolinguistic and sociolinguistic approach to the language user and his/her linguistic expressions. In the context of problematic phenomena of the sound subsystem, the student will consolidate and practise knowledge focused on the pronunciation of soft and hard consonants, on the syllabic changes within and at the end of a word. The student will learn the essence of the rhythmic law and its reflection in older and newer codification and non-codification manuals, and will be able to apply it correctly in the production of his/her own speeches. The student will master the practical use of selected orthographic and orthographic rules and learn how to implement them in educational activities in school settings. The student will be able to identify and correct the most frequent lexical, morphological and syntactic linguistic errors. On the basis of vocabulary differentiation, the student will be aware of the different use of written and unwritten lexical resources in formal and informal speech and language and will be able to use them appropriately in specific speech and language expressions. The student will become familiar with the issue of the protection of the written language contained in the Act on the State Language and the concept of the care of the state language in the application subsystem, with a focus on education and training. The student will be familiar with and be able to critically evaluate the purist and functionalist approach to the protection of the written language and the related foreign language

influences. The student will become familiar with the most frequent and established bohemianisms in the Slovak language and will be able to critically assess their occurrence in linguistic and speech manifestations from the perspective of systemic linguistics and sociolinguistics. He/she will learn how to actively acquire information related to linguistic norms, orthographic and orthographic norms and linguistic culture from the website of the Ľudovít Štúr Institute of Linguistics (mainly from the archive of the journal Kultúra slova, by using the online version of the currently valid codification manuals and by using the dictionary portal) and to implement them in educational and proofreading activities. The course will lead the student to the effective use of cross-cutting and specialized knowledge, consolidate and develop his/her skill to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using the appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action.

Recommended literature:

Compulsory readings:

KAČALA, J. 2021. Súčasný spisovný jazyk. 1. vyd. Martin: Vydavateľstvo Matice slovenskej. 142 s. ISBN 978-80-8115-310-5.

Kultúra slova. Red. S. Mislovičová. Bratislava: JÚĽŠ v Bratislave.

Recommended readings:

KAČALA, J. 2014. State o slovenskej kvantite a rytmickom zákone. Bratislava: Univerzita Komenského v Bratislave. 140 s. ISBN 978-80-223-3833-2. (selected chapters)

DOLNÍK, J. 2010. Teória spisovného jazyka. 1. vyd. Bratislava: VEDA. 301 s. ISBN 978-80-224-1119-6. (selected chapters)

ŽEŇUCH, P. 2020. Zvuková rovina cirkevnej slovančiny u Slovákov. Bratislava: Ústav filologických štúdií Pedagogickej fakulty Univerzity Komenského v Bratislave, Katedra slovenského jazyka a literatúry. Elektronická publikácia vyšla vlastným nákladom autora na študijné účely. 57 s. ISBN 978-80-570-2716-4. Internetový odkaz: – https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KSJL/rozne/ZENUCH_Peter_Zvukova_rovina_cirkevnej_slovanciny_u_Slovakov__1_.pdf (selected parts)

Pravidlá slovenského pravopisu. Red. M. Považaj. Bratislava: 2013. 592 s. ISBN 978-80-224-1331-2.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 267

A	ABS	B	C	D	E	FX
67,79	0,0	20,22	8,99	1,5	1,5	0,0

Lecturers: Mgr. Monika Turočeková, PhD.

Last change: 27.02.2024

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde028/24	COMENIUS Choir I.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
95,24	0,0	0,0	0,0	0,0	0,0	4,76

Lecturers: doc. Monika Bažíková, ArtD.

Last change:

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde028/24	COMENIUS Choir I.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
95,24	0,0	0,0	0,0	0,0	0,0	4,76

Lecturers: doc. Monika Bažíková, ArtD.

Last change:

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde029/24	COMENIUS Choir II.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

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: doc. Monika Bažíková, ArtD.

Last change:

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde029/24	COMENIUS Choir II.

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

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: doc. Monika Bažíková, ArtD.

Last change:

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde025/22	Class management

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed with an assessment
Assessment: consists of an interim and a final assessment (20+30, 50 points in total).
Intermediate assessment: consists of a critical analysis of domestic and foreign sources - 10 points and the formulation of partial components of the semester project - 10 points.
The final assessment consists of: the semester project and its oral presentation.
The semester project consists of: the complete creation of a project according to the set structure for 30b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 46 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A minimum of 41 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average

orientation to the subject matter, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 37 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the teacher.
A minimum of 33 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A minimum of 30 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

Learning outcomes:

Learning objectives and outcomes:
By completing the Classroom Management course, the student should:
- Know the basic principles of successful classroom management aimed at conducting a meaningful learning process with minimal disruptive behaviour,
- to acquire knowledge of classroom and classroom management from the position of a classroom teacher in cooperation with other teaching and non-teaching staff,
- to acquire skills in the administration of pedagogical documentation of the class teacher,
- know the competences and job description of the class teacher,
- can analyse the different forms of family-school cooperation and assess their suitability in relation to parents and pupils,
- be able to apply the acquired knowledge and knowledge from other scientific disciplines in the development of a semester project,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

Class syllabus:

Brief outline of the course:
The content focus of the course is divided into two main areas: classroom management from the position of a teacher of any subject and communication with the classroom team from the position of a classroom teacher at the lower and upper secondary level. Classroom management leading to a successfully implemented teaching process and pupils' cooperative action in it with minimization of pupils' disruptive behaviour, thus making it possible to move towards meaningful learning for pupils.
Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning activities of pupils/students, guiding the tasks of pupils/students related to the running of the

classroom, activities to maintain discipline in the classroom, activities to prevent problematic behaviour, classroom rules. Classroom management and the class teacher in the context of legislation - qualifications for classroom management, rights and responsibilities of the class teacher. Roles and activities of the class teacher. Competencies and skills of the class teacher. Personality requirements of a class teacher. Pedagogical documentation of the classroom. Plan, organization and management of classroom lessons and classroom activities. Problem behaviours and baseline documents. The class teacher and educational measures. Communication and cooperation of class teachers with school management, teaching staff, professional staff, with legal representatives of pupils/students, and with representatives of various institutions and organizations. Evaluation of classroom activities.

Recommended literature:

Compulsory reading:

DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdfCompulsory reading:
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf.
DUTKOVÁ, K., MEDLENOVÁ, J. (2007). Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 1800 s. ISBN 80-89182-03-0-8.
EICHHORN, E. – GEBAUER, K. (2014). Manažment triedy, Bratislava: Dr. Josef Raabe. 194 s. ISBN 978-80-8140-096-4. http://is.komposyt.com/pre-odbornikov/ziak-so-svvp/preview-file/1-manazment-tr-982.pdf
KOREŇOVÁ, S. (2020). Príklady dobrej praxe - Aktivity na triednických hodinách. Online časopis Didaktika 6/2020. https://www.direktor.sk/sk/casopis/didaktika/priklady-dobrej-praxe-aktivity-na-triednickych-hodinach.m-1013.html
SITKOVÁ, D. (2014). Skúsenosti s intervenciou žiakov s problémovým správaním na primárnom stupni vzdelávania. Banská Bystrica: Metodicko-pedagogické centrum, 35 s..
VIŠŇOVSKÝ, Ľ. – BABICOVÁ, Z. (2012). Triedny Učiteľ a spolupráca školy s rodinou. 1. vyd. Banská Bystrica: Univerzita Mateja Bela, 153 s.. ISBN 9788055705071.

Ďalší študijný text bude študentom dostupný a v pravidelných intervaloch sprístupňovaný v elektronickej podobe prostredníctvom univerzitného LMS Moodle – kurz s názvom Triedny manažment.

Particularly for beginning classroom teachers, it is essential to become familiar with the legislation that directly affects the status of the classroom teacher:

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov

Zákon č. 553/2003 Z. z. Zákon o odmeňovaní niektorých zamestnancov pri výkone práce vo verejnom záujme a o zmene a doplnení niektorých zákonov.

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov.

Vyhláška MŠVVaŠ SR č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Nariadenie vlády SR č. 201/2019 Z. z. o priamej výchovno-vzdelávacej činnosti (namiesto Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov).

vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 437/2020 Z. z., ktorou sa mení a dopĺňa vyhláška Ministerstva školstva Slovenskej republiky č. 320/2008 Z. z. o základnej škole v znení neskorších predpisov.

Legislation related to the performance of the work of a class teacher:

Zákon č. 357/2009 Z. z. o štátnom jazyku Slovenskej republiky 357/2009.
Zákon č. 63/1993 Z. z. o štátnych symboloch SR a ich používaní v znení neskorších predpisov.
Zákon č. 395/2002 Z. z. o archívoch a registratúrach a o doplnení niektorých zákonov.
Vyhláška č. 326/2008 Z. z. o druhoch a náležitostiach vysvedčení a ostatných školských tlačív vrátane spôsobov ich evidencie a uloženia.
Vyhláška č. 231/2009 Z. z. o podrobnostiach o organizácii školského roka na základných školách, na stredných školách, na základných umeleckých školách, na praktických školách, na odborných učilištiach a na jazykových školách.
Vyhláška č. 307/2008 Z. z. o výchove a vzdelávaní žiakov s intelektovým nadaním.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 46

A	ABS	B	C	D	E	FX
89,13	0,0	0,0	10,87	0,0	0,0	0,0

Lecturers: Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde025/22	Class management

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed with an assessment
Assessment: consists of an interim and a final assessment (20+30, 50 points in total).
Intermediate assessment: consists of a critical analysis of domestic and foreign sources - 10 points and the formulation of partial components of the semester project - 10 points.
The final assessment consists of: the semester project and its oral presentation.
The semester project consists of: the complete creation of a project according to the set structure for 30b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 46 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A minimum of 41 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average

orientation to the subject matter, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 37 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the teacher.
A minimum of 33 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A minimum of 30 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

Learning outcomes:

Learning objectives and outcomes:
By completing the Classroom Management course, the student should:
- Know the basic principles of successful classroom management aimed at conducting a meaningful learning process with minimal disruptive behaviour,
- to acquire knowledge of classroom and classroom management from the position of a classroom teacher in cooperation with other teaching and non-teaching staff,
- to acquire skills in the administration of pedagogical documentation of the class teacher,
- know the competences and job description of the class teacher,
- can analyse the different forms of family-school cooperation and assess their suitability in relation to parents and pupils,
- be able to apply the acquired knowledge and knowledge from other scientific disciplines in the development of a semester project,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

Class syllabus:

Brief outline of the course:
The content focus of the course is divided into two main areas: classroom management from the position of a teacher of any subject and communication with the classroom team from the position of a classroom teacher at the lower and upper secondary level. Classroom management leading to a successfully implemented teaching process and pupils' cooperative action in it with minimization of pupils' disruptive behaviour, thus making it possible to move towards meaningful learning for pupils.
Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning activities of pupils/students, guiding the tasks of pupils/students related to the running of the

classroom, activities to maintain discipline in the classroom, activities to prevent problematic behaviour, classroom rules. Classroom management and the class teacher in the context of legislation - qualifications for classroom management, rights and responsibilities of the class teacher. Roles and activities of the class teacher. Competencies and skills of the class teacher. Personality requirements of a class teacher. Pedagogical documentation of the classroom. Plan, organization and management of classroom lessons and classroom activities. Problem behaviours and baseline documents. The class teacher and educational measures. Communication and cooperation of class teachers with school management, teaching staff, professional staff, with legal representatives of pupils/students, and with representatives of various institutions and organizations. Evaluation of classroom activities.

Recommended literature:

Compulsory reading:

DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdfCompulsory reading:
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf.
DUTKOVÁ, K., MEDLENOVÁ, J. (2007). Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 1800 s. ISBN 80-89182-03-0-8.
EICHHORN, E. – GEBAUER, K. (2014). Manažment triedy, Bratislava: Dr. Josef Raabe. 194 s. ISBN 978-80-8140-096-4. http://is.komposyt.com/pre-odbornikov/ziak-so-svvp/preview-file/1-manazment-tr-982.pdf
KOREŇOVÁ, S. (2020). Príklady dobrej praxe - Aktivity na triednických hodinách. Online časopis Didaktika 6/2020. https://www.direktor.sk/sk/casopis/didaktika/priklady-dobrej-praxe-aktivity-na-triednickych-hodinach.m-1013.html
SITKOVÁ, D. (2014). Skúsenosti s intervenciou žiakov s problémovým správaním na primárnom stupni vzdelávania. Banská Bystrica: Metodicko-pedagogické centrum, 35 s..
VIŠŇOVSKÝ, Ľ. – BABICOVÁ, Z. (2012). Triedny Učiteľ a spolupráca školy s rodinou. 1. vyd. Banská Bystrica: Univerzita Mateja Bela, 153 s.. ISBN 9788055705071.

Ďalší študijný text bude študentom dostupný a v pravidelných intervaloch sprístupňovaný v elektronickej podobe prostredníctvom univerzitného LMS Moodle – kurz s názvom Triedny manažment.

Particularly for beginning classroom teachers, it is essential to become familiar with the legislation that directly affects the status of the classroom teacher:

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov

Zákon č. 553/2003 Z. z. Zákon o odmeňovaní niektorých zamestnancov pri výkone práce vo verejnom záujme a o zmene a doplnení niektorých zákonov.

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov.

Vyhláška MŠVVaŠ SR č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

Nariadenie vlády SR č. 201/2019 Z. z. o priamej výchovno-vzdelávacej činnosti (namiesto Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov).

vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 437/2020 Z. z., ktorou sa mení a dopĺňa vyhláška Ministerstva školstva Slovenskej republiky č. 320/2008 Z. z. o základnej škole v znení neskorších predpisov.

Legislation related to the performance of the work of a class teacher:

Zákon č. 357/2009 Z. z. o štátnom jazyku Slovenskej republiky 357/2009.
Zákon č. 63/1993 Z. z. o štátnych symboloch SR a ich používaní v znení neskorších predpisov.
Zákon č. 395/2002 Z. z. o archívoch a registratúrach a o doplnení niektorých zákonov.
Vyhláška č. 326/2008 Z. z. o druhoch a náležitostiach vysvedčení a ostatných školských tlačív vrátane spôsobov ich evidencie a uloženia.
Vyhláška č. 231/2009 Z. z. o podrobnostiach o organizácii školského roka na základných školách, na stredných školách, na základných umeleckých školách, na praktických školách, na odborných učilištiach a na jazykových školách.
Vyhláška č. 307/2008 Z. z. o výchove a vzdelávaní žiakov s intelektovým nadaním.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 46

A	ABS	B	C	D	E	FX
89,13	0,0	0,0	10,87	0,0	0,0	0,0

Lecturers: Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde047/22	Cognitive Linguistics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester:

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

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:

Last change:

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde022/22	Cognitive psychology and neurodidactics

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
40,0	0,0	40,0	5,0	5,0	0,0	10,0

Lecturers: doc. Mgr. Zlatica Zacharová, PhD., PaedDr. Anežka Hamranová, PhD.

Last change:

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde022/22	Cognitive psychology and neurodidactics

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
40,0	0,0	40,0	5,0	5,0	0,0	10,0

Lecturers:

Last change:

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde030/22	Competences of a Slovak language and literature teacher in practice

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 38 hours of continuous preparation for individual seminars, including the analysis of professional sources and the preparation of continuously assigned partial tasks. Total 60 hours of student work.
Teaching methods: explanation, demonstration of concrete examples, analysis and evaluation of test tasks, competition assignments and speeches, problem solving, discussion, teaching of the subject by practitioners, guided self-study, e-learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Successful completion of continuously assigned partial assignments related to the individual topics in the seminars (100 points) is assumed for passing the course. The course is completed with an assessment resulting from the continuous monitoring of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points (less than 60 points) in the continuous assignments.
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent, logically organizes the facts presented, can critically and independently evaluate the acquired knowledge convincingly, creatively and at an excellent level apply and adapt it in school practice, has the ability to independently solve individual tasks and assignments also in broader linguistic, literary

and didactic contexts, the linguistic and stylistic level of his/her speech is excellent, he/she has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent, he/she organises the facts presented in a logical way, has a partially critical attitude to the acquired knowledge and can apply and adapt it very well in school practice, has the ability to independently solve individual tasks and assignments also in broader linguistic, literary and didactic contexts, the linguistic and stylistic level of his speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: The student has a good knowledge of national measurements of pupils' knowledge and skills in Slovak language and literature, the Slovak Language and Literature Olympiad, the preparation of speakers and the production of the school magazine and the school radio broadcast to the required extent, he/she organises the facts presented appropriately, he/she can reliably apply and adapt the acquired knowledge in school practice, he/she solves individual tasks and assignments reliably, he/she has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and the school radio broadcast to the required extent, demonstrates some deficiencies in the arrangement of facts, is able to satisfactorily apply the acquired knowledge in school practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge about national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent and shortcomings in the organisation of facts, the acquired knowledge can be minimally applied in school practice, the student solves individual tasks and assignments at a sufficient level, he/she has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Slovak language and literature Olympiad, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in school practice, cannot solve individual tasks and assignments, has insufficient skills to educate himself/herself.

Learning outcomes:

Students have acquired theoretical knowledge about national measurements of pupils' knowledge and skills in Slovak language and literature, about the Slovak language and literature Olympiad, about recitation competitions and about the creation of the school magazine and school radio broadcast. They are able to analyse and create test tasks and assignments, analyse and evaluate pupils' written and oral speeches on the basis of set assessment criteria, prepare reciters for artistic recitation and organise the work of the school magazine and radio programme. They are prepared not only to systematise and deepen pupils' knowledge and skills, but also to encourage and develop their talent and interest in the Slovak language and literature. As a result of the analysis and solution of practical problem-formulated tasks, the ability to perceive the broader context of professional issues in relation to school practice is developed, while the ability to think analytically and critically is deepened. The acquired theoretical knowledge and practical skills can be used and creatively

applied in the position of a teacher of lower and upper secondary education, not only during the teaching of Slovak language and literature, but also within the framework of pupils' leisure activities.

Class syllabus:

1. National measurements of pupils' knowledge and skills in Slovak language and literature. Testing 5 and Testing 9. Analysis of test tasks and test results.
2. Maturita examination in Slovak language and literature. Analysis of test tasks and results of the external part of the matriculation examination.
3. The written form of the internal part of the maturita examination in Slovak language and literature. Criteria for evaluation of essays, proofreading marks.
4. Analysis of the evaluation of specific essays. Self-assessment of the submitted essay work.
5. Developing pupils' interest and talents in the field of Slovak language and literature. Olympiad in Slovak language and literature. Analysis of competition assignments.
6. Evaluation of competition assignments in the Slovak Language and Literature Olympiad. Own creation of competition assignments.
7. Recitation competitions. Preparation of reciters for recitation.
8. Criteria for evaluation of recitation. Self-assessment of the pupil's recitation.
9. School magazine and radio. Organisation of work in the school magazine and radio.
10. Analysis of the concept and structure of the school magazine or school radio broadcast.
11. Final discussion and evaluation of the contribution of the course to teaching practice, summarising and reflecting on new knowledge and experience.

The course will enable the linking of theoretical and practical training of students of Slovak language and literature teaching with the current needs and requirements of school practice. Students will learn about the current methods of nationwide assessment of pupils' educational results in the subject of Slovak language and literature after their transition from primary to lower secondary education (Testing 5) and at their exit from lower secondary education (Testing 9) and upper secondary education (matriculation examination in Slovak language and literature), the specification of standardized tests in terms of their form and content, as well as the conclusions of analyses of pupils' achievements in national measurements in recent years. Through the identification and analysis of problematic types of test tasks, they will learn how the teaching of Slovak language and literature can be strengthened in those areas where pupils do not achieve the desired results in the tests. They will learn the criteria and correction marks used in correcting and evaluating essays in the written form of the internal part of the final school-leaving examination in Slovak language and literature, oral and written linguistic expressions of pupils in the Slovak Language and Literature Olympiad, as well as the criteria used in evaluating artistic performances in recitation competitions, and they will learn how to apply them in analysing and evaluating specific linguistic expressions. Students will be able to use and apply the acquired theoretical knowledge and practical experience in the teaching of Slovak language and literature in accordance with the current needs of school practice, in the creation of their own test tasks and competition assignments. The course will lead students to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop their skills to analyse and evaluate, formulate and defend arguments and solve professional problems and current problems of school practice. As future teachers of Slovak language and literature, students will also be prepared to work in the sphere of pupils' leisure activities aimed at developing their knowledge, skills and talents in the field of Slovak language and literature, in the field of artistic recitation and in the creation of a school magazine or school radio broadcast.

Recommended literature:

Compulsory readings:

HORVÁTHOVÁ, Ľ. 2022. Hodnotenie a rozvíjanie vedomostí, zručností a nadania žiakov v kontexte pregraduálnej prípravy učiteľov slovenského jazyka a literatúry. Národné merania, predmetová olympiáda, recitačné súťaže, školský časopis a rozhlas [elektronický zdroj]. Bratislava: Univerzita Komenského v Bratislave. 65 s. ISBN 978-80-223-5360-1.
Recommended readings:
ČAJKOVÁ, J. 2013. Ako formovať umelecký prednes. Bratislava: Metodicko-pedagogické centrum v Bratislave. 64 s. ISBN 978-80-8052-491-3. Available on: https://archiv.mpcedu.sk/sites/default/files/publikacie/j.cajkova_ako_formovat_umelecky_prednes.pdf
HINCOVÁ, K. – HÚSKOVÁ, A. 2012. Tvorba testov a možnosti ich využitia v predmete slovenský jazyk a literatúra. Bratislava: Metodicko-pedagogické centrum v Bratislave. 68 s. ISBN 978-80-8052-405-0. Available on: https://archiv.mpc-edu.sk/sites/default/files/publikacie/a_huskova_k_hincova_tvorba_testov_a_moznosti_ich_vyuzitia_v_predmete_sjl.pdf
HÚSKOVÁ, A. 2014. Kritériá hodnotenia slohových prác. Bratislava: Metodicko-pedagogické centrum. 54 s. 978-80-8052-760-0. Available on: https://archiv.mpc-edu.sk/sites/default/files/publikacie/ A_ Huskova_Kriteria_hodnotenia_slohovych_prac.pdf
ŠRANK, J. 2015. Aktéri a tendencie literárnej kultúry na Slovensku po roku 1989. Bratislava: Univerzita Komenského. 112 s. ISBN 978-80-223-4041-0. (selected sections)
TUŠER, A. a kol. 2015. Vydávame školský časopis. 2., rozšírené vyd. Zvolen: Vydavateľstvo Technickej univerzity vo Zvolene. 146 s. ISBN 80-85136-34-1. Available on: https://epale.ec.europa.eu/sites/default/files/vydavame_skolsky_casopis.pdf

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 37

A	ABS	B	C	D	E	FX
83,78	0,0	10,81	0,0	5,41	0,0	0,0

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde030/22	Competences of a Slovak language and literature teacher in practice

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 38 hours of continuous preparation for individual seminars, including the analysis of professional sources and the preparation of continuously assigned partial tasks. Total 60 hours of student work.
Teaching methods: explanation, demonstration of concrete examples, analysis and evaluation of test tasks, competition assignments and speeches, problem solving, discussion, teaching of the subject by practitioners, guided self-study, e-learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Successful completion of continuously assigned partial assignments related to the individual topics in the seminars (100 points) is assumed for passing the course. The course is completed with an assessment resulting from the continuous monitoring of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points (less than 60 points) in the continuous assignments.
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent, logically organizes the facts presented, can critically and independently evaluate the acquired knowledge convincingly, creatively and at an excellent level apply and adapt it in school practice, has the ability to independently solve individual tasks and assignments also in broader linguistic, literary

and didactic contexts, the linguistic and stylistic level of his/her speech is excellent, he/she has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent, he/she organises the facts presented in a logical way, has a partially critical attitude to the acquired knowledge and can apply and adapt it very well in school practice, has the ability to independently solve individual tasks and assignments also in broader linguistic, literary and didactic contexts, the linguistic and stylistic level of his speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: The student has a good knowledge of national measurements of pupils' knowledge and skills in Slovak language and literature, the Slovak Language and Literature Olympiad, the preparation of speakers and the production of the school magazine and the school radio broadcast to the required extent, he/she organises the facts presented appropriately, he/she can reliably apply and adapt the acquired knowledge in school practice, he/she solves individual tasks and assignments reliably, he/she has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and the school radio broadcast to the required extent, demonstrates some deficiencies in the arrangement of facts, is able to satisfactorily apply the acquired knowledge in school practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge about national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent and shortcomings in the organisation of facts, the acquired knowledge can be minimally applied in school practice, the student solves individual tasks and assignments at a sufficient level, he/she has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Slovak language and literature Olympiad, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in school practice, cannot solve individual tasks and assignments, has insufficient skills to educate himself/herself.

Learning outcomes:

Students have acquired theoretical knowledge about national measurements of pupils' knowledge and skills in Slovak language and literature, about the Slovak language and literature Olympiad, about recitation competitions and about the creation of the school magazine and school radio broadcast. They are able to analyse and create test tasks and assignments, analyse and evaluate pupils' written and oral speeches on the basis of set assessment criteria, prepare reciters for artistic recitation and organise the work of the school magazine and radio programme. They are prepared not only to systematise and deepen pupils' knowledge and skills, but also to encourage and develop their talent and interest in the Slovak language and literature. As a result of the analysis and solution of practical problem-formulated tasks, the ability to perceive the broader context of professional issues in relation to school practice is developed, while the ability to think analytically and critically is deepened. The acquired theoretical knowledge and practical skills can be used and creatively

applied in the position of a teacher of lower and upper secondary education, not only during the teaching of Slovak language and literature, but also within the framework of pupils' leisure activities.

Class syllabus:

1. National measurements of pupils' knowledge and skills in Slovak language and literature. Testing 5 and Testing 9. Analysis of test tasks and test results.
2. Maturita examination in Slovak language and literature. Analysis of test tasks and results of the external part of the matriculation examination.
3. The written form of the internal part of the maturita examination in Slovak language and literature. Criteria for evaluation of essays, proofreading marks.
4. Analysis of the evaluation of specific essays. Self-assessment of the submitted essay work.
5. Developing pupils' interest and talents in the field of Slovak language and literature. Olympiad in Slovak language and literature. Analysis of competition assignments.
6. Evaluation of competition assignments in the Slovak Language and Literature Olympiad. Own creation of competition assignments.
7. Recitation competitions. Preparation of reciters for recitation.
8. Criteria for evaluation of recitation. Self-assessment of the pupil's recitation.
9. School magazine and radio. Organisation of work in the school magazine and radio.
10. Analysis of the concept and structure of the school magazine or school radio broadcast.
11. Final discussion and evaluation of the contribution of the course to teaching practice, summarising and reflecting on new knowledge and experience.

The course will enable the linking of theoretical and practical training of students of Slovak language and literature teaching with the current needs and requirements of school practice. Students will learn about the current methods of nationwide assessment of pupils' educational results in the subject of Slovak language and literature after their transition from primary to lower secondary education (Testing 5) and at their exit from lower secondary education (Testing 9) and upper secondary education (matriculation examination in Slovak language and literature), the specification of standardized tests in terms of their form and content, as well as the conclusions of analyses of pupils' achievements in national measurements in recent years. Through the identification and analysis of problematic types of test tasks, they will learn how the teaching of Slovak language and literature can be strengthened in those areas where pupils do not achieve the desired results in the tests. They will learn the criteria and correction marks used in correcting and evaluating essays in the written form of the internal part of the final school-leaving examination in Slovak language and literature, oral and written linguistic expressions of pupils in the Slovak Language and Literature Olympiad, as well as the criteria used in evaluating artistic performances in recitation competitions, and they will learn how to apply them in analysing and evaluating specific linguistic expressions. Students will be able to use and apply the acquired theoretical knowledge and practical experience in the teaching of Slovak language and literature in accordance with the current needs of school practice, in the creation of their own test tasks and competition assignments. The course will lead students to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop their skills to analyse and evaluate, formulate and defend arguments and solve professional problems and current problems of school practice. As future teachers of Slovak language and literature, students will also be prepared to work in the sphere of pupils' leisure activities aimed at developing their knowledge, skills and talents in the field of Slovak language and literature, in the field of artistic recitation and in the creation of a school magazine or school radio broadcast.

Recommended literature:

Compulsory readings:

HORVÁTHOVÁ, Ľ. 2022. Hodnotenie a rozvíjanie vedomostí, zručností a nadania žiakov v kontexte pregraduálnej prípravy učiteľov slovenského jazyka a literatúry. Národné merania, predmetová olympiáda, recitačné súťaže, školský časopis a rozhlas [elektronický zdroj]. Bratislava: Univerzita Komenského v Bratislave. 65 s. ISBN 978-80-223-5360-1.
Recommended readings:
ČAJKOVÁ, J. 2013. Ako formovať umelecký prednes. Bratislava: Metodicko-pedagogické centrum v Bratislave. 64 s. ISBN 978-80-8052-491-3. Available on: https://archiv.mpcedu.sk/sites/default/files/publikacie/j.cajkova_ako_formovat_umelecky_prednes.pdf
HINCOVÁ, K. – HÚSKOVÁ, A. 2012. Tvorba testov a možnosti ich využitia v predmete slovenský jazyk a literatúra. Bratislava: Metodicko-pedagogické centrum v Bratislave. 68 s. ISBN 978-80-8052-405-0. Available on: https://archiv.mpc-edu.sk/sites/default/files/publikacie/a_huskova_k_hincova_tvorba_testov_a_moznosti_ich_vyuzitia_v_predmete_sjl.pdf
HÚSKOVÁ, A. 2014. Kritériá hodnotenia slohových prác. Bratislava: Metodicko-pedagogické centrum. 54 s. 978-80-8052-760-0. Available on: https://archiv.mpc-edu.sk/sites/default/files/publikacie/ A_ Huskova_Kriteria_hodnotenia_slohovych_prac.pdf
ŠRANK, J. 2015. Aktéri a tendencie literárnej kultúry na Slovensku po roku 1989. Bratislava: Univerzita Komenského. 112 s. ISBN 978-80-223-4041-0. (selected sections)
TUŠER, A. a kol. 2015. Vydávame školský časopis. 2., rozšírené vyd. Zvolen: Vydavateľstvo Technickej univerzity vo Zvolene. 146 s. ISBN 80-85136-34-1. Available on: https://epale.ec.europa.eu/sites/default/files/vydavame_skolsky_casopis.pdf

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 37

A	ABS	B	C	D	E	FX
83,78	0,0	10,81	0,0	5,41	0,0	0,0

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde016/22	Complex linguistic analysis

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organisational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 10 hours of continuous preparation for individual seminars; 2 x 14 hours of continuous preparation for 2 practical linguistic analyses of the text = 28 hours. A total of 60 hours of student work.
Teaching methods: Explanation, demonstration of theoretical knowledge and concepts on practical examples, application of theoretical knowledge in practical complex linguistic analyses and in analyses of linguistic phenomena, analysis of problem tasks, guided self-study, e-learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical linguistic analyses of the text after the 6th and 11th topics (2 x 50 points = 100 points), which will be focused on the application of the acquired knowledge and the identification of linguistic phenomena. The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: less than 30 points; 2. practical analysis: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of complex linguistic analysis in the required scope, logically arranges the facts presented, can critically and independently evaluate the acquired knowledge convincingly, creatively and at an excellent level apply and adapt it in complex linguistic analysis of texts in school and language practice, has the ability to creatively and independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for further independent education;

B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of complex linguistic analysis to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge and can apply and adapt it very well to complex linguistic analysis of texts in school and language practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of complex linguistic analysis to the required extent, organises the facts presented appropriately, can reliably apply and adapt the knowledge acquired in complex linguistic analysis of texts in school and language practice, solves individual tasks and assignments reliably, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of complex linguistic analysis to the required extent, demonstrates some deficiencies in the organisation of facts, can apply the acquired knowledge satisfactorily in school and language practice, solves individual tasks and assignments satisfactorily, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of complex linguistic analysis to the required extent and deficiencies in the organisation of facts, can minimally apply the acquired knowledge in school and language practice, solves individual tasks and assignments at a sufficient level, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of complex linguistic analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in school and language practice, cannot solve individual tasks and assignments, cannot self-study further.

Learning outcomes:

The theoretical knowledge about the language system and its individual levels, as well as about the orthographic aspect of the language, which the student has acquired during his/her previous studies, and consequently the knowledge about complex linguistic analysis also in school practice, its theory, pages, concept and methodology can be applied by the student both in practical linguistic analyses of coherent texts of different functional styles of written Slovak, and in practical complex linguistic analyses as they are understood and used in school practice. As a result, they acquire important practical skills in assessing linguistic phenomena in terms of their sound, lexical-semantic, word-formation, morphematic, morphological, syntactic, stylistic and orthographic aspects, which they are able to use creatively and independently in complex linguistic analyses of texts, in solving problem tasks and in synthesising new solutions in the field, while they are able to actively acquire and communicate the necessary information and facts and to formulate and defend relevant professional arguments appropriately. He/she has developed his/her analytical skills as well as abstract and critical thinking skills, is able to think in context and has developed the ability to expand his/her knowledge independently. The acquired theoretical knowledge and practical skills can be applied and creatively applied primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education when comprehensively assessing, analysing and evaluating linguistic analyses, as well as linguistic expressions of pupils and students and subsequent independent analysis of the problem in the given area at the level of the language, or also for the needs of the publishing environment when correcting linguistic expressions, because he/she is able to look at linguistic phenomena in the broadest linguistic contexts. The student is also able to convey complex information about linguistic phenomena to the general public and to offer conclusions and linguistic justifications to lay audiences. As a result of this training, the students'

professional level as well as their linguistic culture is increased, which also appears to be very necessary in terms of the students' future practice.

Class syllabus:

1. Theory, aspects and concept of comprehensive language analysis also with regard to school practice.
2. Methodology of comprehensive language analysis.
3. Full (complete) and incomplete (selective/partial) comprehensive language analysis.
4. Phonological analysis. Word analysis into syllables and syllables. Orthoepic analysis. Pronunciation of vowels and vowel groups, bound pronunciation of words and other sound phenomena, suprasegmental phenomena.
5. Lexical-semantic analysis. Analysis of lexical meaning and paradigmatic relations of lexemes.
6. Word-formation analysis. Analysis of the ways of forming words, determination of base and derived words and the word-formation structure of derived words.
7. Morphematic analysis. Determination of individual types of morphemes within words.
8. Morphological analysis. Determination of word types and grammatical and lexico-grammatical categories.
9. Syntactic analysis. Analysis of simple sentences and clauses. Determination of sentence articles and individual types of constructions.
10. Stylistic analysis. Analysis of stylistic devices in the sentence and in the text with regard to the specific model structure of the text.
11. Orthographic analysis. Analysis and justification of individual orthographic phenomena.

On the basis of the use of the acquired theoretical knowledge about the language system, its individual levels, as well as about the orthographic aspect of the language, which on the one hand will build on the knowledge acquired in the given field during secondary school, but especially during bachelor studies, and on the other hand will further enable the deepening and systematic development of its knowledge into a complex form, the student will acquire practical skills that he will be able to apply in the assessment and complex analysis of linguistic phenomena. The student will acquire theoretical knowledge of complex linguistic analysis, its theory, aspects, concept and methodology. The student will become familiar with the essence of phonic, orthoepic, lexico-semantic, word-formation, morphematic, morphological, syntactic, stylistic and orthographic analyses. On the basis of the use of the given knowledge, as well as relevant theoretical knowledge about the language system, its individual levels and the orthographic aspect of the language, which the student has acquired during his/her studies, he/she will acquire practical skills applied in the assessment and analysis of linguistic phenomena, which will be reflected in the student's use of the acquired theoretical knowledge in practical complex linguistic analyses of texts, in the independent solving of problematic linguistic tasks and in the synthesis of their new and creative solutions. In doing so, the student will be guided to actively acquire information in the field, use digital technologies and resources, effectively use the acquired knowledge, adequately formulate and defend arguments and, on their basis, solve professional problems in the field, using appropriate methods of the discipline. They will also develop their communication competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for their own independent learning. They will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills will be necessary for the student primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education in the comprehensive assessment, analysis and evaluation of linguistic analyses, as well as of pupils' and students' speeches, and subsequent independent analysis of a possible problem in a given area at the level of the language, in correcting linguistic speeches, because it will enable him to view linguistic phenomena in the broadest linguistic context. The emphasis on raising the

student's professional level and linguistic culture will be equally important in adequately conveying information about linguistic phenomena to the general public, as well as in offering relevant conclusions, linguistic explanations and justifications to lay audiences.

Recommended literature:

Compulsory readings:

BETÁKOVÁ, V. – RÝZKOVÁ, A. 1987. Všestranný jazykový rozbor. 3., prepracované vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 317 s.

DZIVIAKOVÁ, M. 2016. Slovenský jazyk, jeho systém a charakteristika. In: Písmo a žiaci so stratou sluchu. Ed. D. Tarcsiová. Bratislava: Iris, s. 31 – 90. ISBN 978-80-89726-88-2.

Recommended readings:

ČECHOVÁ, M. et al. 1992. Komplexní jazykové rozbory. Praha: SPN, 1992. 325 s. ISBN 8004243053. (selected chapters)

DAROVEC, M. 2007. Morfologická analýza textu. 2. vyd. Trnava: Univerzita sv. Cyrila a Metoda. 97 s. ISBN 978-80-89220-96-0. (selected chapters)

MOŠKO, G. 2006. Príručka vetného rozboru. 2., doplnené a upravené vyd. Prešov: Náuka. 222 s. ISBN 80-89038-39-5. (selected chapters)

OLOŠTIAK, M. – GIANITSOVÁ-OLOŠTIAKOVÁ, L. 2007. Slovenský jazyk. Bratislava: Vydavateľstvo Fragment, s. r. o. 192 s. ISBN 978-80-8089-066-7. (selected chapters)

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 55

A	ABS	B	C	D	E	FX
25,45	0,0	41,82	20,0	10,91	1,82	0,0

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde016/22	Complex linguistic analysis

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organisational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 10 hours of continuous preparation for individual seminars; 2 x 14 hours of continuous preparation for 2 practical linguistic analyses of the text = 28 hours. A total of 60 hours of student work.
Teaching methods: Explanation, demonstration of theoretical knowledge and concepts on practical examples, application of theoretical knowledge in practical complex linguistic analyses and in analyses of linguistic phenomena, analysis of problem tasks, guided self-study, e-learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical linguistic analyses of the text after the 6th and 11th topics (2 x 50 points = 100 points), which will be focused on the application of the acquired knowledge and the identification of linguistic phenomena. The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: less than 30 points; 2. practical analysis: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of complex linguistic analysis in the required scope, logically arranges the facts presented, can critically and independently evaluate the acquired knowledge convincingly, creatively and at an excellent level apply and adapt it in complex linguistic analysis of texts in school and language practice, has the ability to creatively and independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for further independent education;

B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of complex linguistic analysis to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge and can apply and adapt it very well to complex linguistic analysis of texts in school and language practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of complex linguistic analysis to the required extent, organises the facts presented appropriately, can reliably apply and adapt the knowledge acquired in complex linguistic analysis of texts in school and language practice, solves individual tasks and assignments reliably, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of complex linguistic analysis to the required extent, demonstrates some deficiencies in the organisation of facts, can apply the acquired knowledge satisfactorily in school and language practice, solves individual tasks and assignments satisfactorily, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of complex linguistic analysis to the required extent and deficiencies in the organisation of facts, can minimally apply the acquired knowledge in school and language practice, solves individual tasks and assignments at a sufficient level, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of complex linguistic analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in school and language practice, cannot solve individual tasks and assignments, cannot self-study further.

Learning outcomes:
The theoretical knowledge about the language system and its individual levels, as well as about the orthographic aspect of the language, which the student has acquired during his/her previous studies, and consequently the knowledge about complex linguistic analysis also in school practice, its theory, pages, concept and methodology can be applied by the student both in practical linguistic analyses of coherent texts of different functional styles of written Slovak, and in practical complex linguistic analyses as they are understood and used in school practice. As a result, they acquire important practical skills in assessing linguistic phenomena in terms of their sound, lexical-semantic, word-formation, morphematic, morphological, syntactic, stylistic and orthographic aspects, which they are able to use creatively and independently in complex linguistic analyses of texts, in solving problem tasks and in synthesising new solutions in the field, while they are able to actively acquire and communicate the necessary information and facts and to formulate and defend relevant professional arguments appropriately. He/she has developed his/her analytical skills as well as abstract and critical thinking skills, is able to think in context and has developed the ability to expand his/her knowledge independently. The acquired theoretical knowledge and practical skills can be applied and creatively applied primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education when comprehensively assessing, analysing and evaluating linguistic analyses, as well as linguistic expressions of pupils and students and subsequent independent analysis of the problem in the given area at the level of the language, or also for the needs of the publishing environment when correcting linguistic expressions, because he/she is able to look at linguistic phenomena in the broadest linguistic contexts. The student is also able to convey complex information about linguistic phenomena to the general public and to offer conclusions and linguistic justifications to lay audiences. As a result of this training, the students'

professional level as well as their linguistic culture is increased, which also appears to be very necessary in terms of the students' future practice.

Class syllabus:

1. Theory, aspects and concept of comprehensive language analysis also with regard to school practice.
2. Methodology of comprehensive language analysis.
3. Full (complete) and incomplete (selective/partial) comprehensive language analysis.
4. Phonological analysis. Word analysis into syllables and syllables. Orthoepic analysis. Pronunciation of vowels and vowel groups, bound pronunciation of words and other sound phenomena, suprasegmental phenomena.
5. Lexical-semantic analysis. Analysis of lexical meaning and paradigmatic relations of lexemes.
6. Word-formation analysis. Analysis of the ways of forming words, determination of base and derived words and the word-formation structure of derived words.
7. Morphematic analysis. Determination of individual types of morphemes within words.
8. Morphological analysis. Determination of word types and grammatical and lexico-grammatical categories.
9. Syntactic analysis. Analysis of simple sentences and clauses. Determination of sentence articles and individual types of constructions.
10. Stylistic analysis. Analysis of stylistic devices in the sentence and in the text with regard to the specific model structure of the text.
11. Orthographic analysis. Analysis and justification of individual orthographic phenomena.

On the basis of the use of the acquired theoretical knowledge about the language system, its individual levels, as well as about the orthographic aspect of the language, which on the one hand will build on the knowledge acquired in the given field during secondary school, but especially during bachelor studies, and on the other hand will further enable the deepening and systematic development of its knowledge into a complex form, the student will acquire practical skills that he will be able to apply in the assessment and complex analysis of linguistic phenomena. The student will acquire theoretical knowledge of complex linguistic analysis, its theory, aspects, concept and methodology. The student will become familiar with the essence of phonic, orthoepic, lexico-semantic, word-formation, morphematic, morphological, syntactic, stylistic and orthographic analyses. On the basis of the use of the given knowledge, as well as relevant theoretical knowledge about the language system, its individual levels and the orthographic aspect of the language, which the student has acquired during his/her studies, he/she will acquire practical skills applied in the assessment and analysis of linguistic phenomena, which will be reflected in the student's use of the acquired theoretical knowledge in practical complex linguistic analyses of texts, in the independent solving of problematic linguistic tasks and in the synthesis of their new and creative solutions. In doing so, the student will be guided to actively acquire information in the field, use digital technologies and resources, effectively use the acquired knowledge, adequately formulate and defend arguments and, on their basis, solve professional problems in the field, using appropriate methods of the discipline. They will also develop their communication competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for their own independent learning. They will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills will be necessary for the student primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education in the comprehensive assessment, analysis and evaluation of linguistic analyses, as well as of pupils' and students' speeches, and subsequent independent analysis of a possible problem in a given area at the level of the language, in correcting linguistic speeches, because it will enable him to view linguistic phenomena in the broadest linguistic context. The emphasis on raising the

student's professional level and linguistic culture will be equally important in adequately conveying information about linguistic phenomena to the general public, as well as in offering relevant conclusions, linguistic explanations and justifications to lay audiences.

Recommended literature:

Compulsory readings:

BETÁKOVÁ, V. – RÝZKOVÁ, A. 1987. Všestranný jazykový rozbor. 3., prepracované vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 317 s.

DZIVIAKOVÁ, M. 2016. Slovenský jazyk, jeho systém a charakteristika. In: Písmo a žiaci so stratou sluchu. Ed. D. Tarcsiová. Bratislava: Iris, s. 31 – 90. ISBN 978-80-89726-88-2.

Recommended readings:

ČECHOVÁ, M. et al. 1992. Komplexní jazykové rozbory. Praha: SPN, 1992. 325 s. ISBN 8004243053. (selected chapters)

DAROVEC, M. 2007. Morfologická analýza textu. 2. vyd. Trnava: Univerzita sv. Cyrila a Metoda. 97 s. ISBN 978-80-89220-96-0. (selected chapters)

MOŠKO, G. 2006. Príručka vetného rozboru. 2., doplnené a upravené vyd. Prešov: Náuka. 222 s. ISBN 80-89038-39-5. (selected chapters)

OLOŠTIAK, M. – GIANITSOVÁ-OLOŠTIAKOVÁ, L. 2007. Slovenský jazyk. Bratislava: Vydavateľstvo Fragment, s. r. o. 192 s. ISBN 978-80-8089-066-7. (selected chapters)

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 55

A	ABS	B	C	D	E	FX
25,45	0,0	41,82	20,0	10,91	1,82	0,0

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde025/22	Contemporary British and American Culture

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Number of hours: 2 per week, 22 per semester
Student workload: 50 hours in total
Direct teaching = 22 h, continuous home preparation of written assignments = 11 h, preparing a presentation = 5 h, preparation for the end-of-term test = 12 h
Teaching methods
Dialogical methods (debate, discussion), analysis of texts, heuristic method, presentation of own views, guided self-study

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements
Continuous assessment (100 points/percent):
- Preparation of individual assignments (1/3): each student first prepares two of the following assignments, of which at least one is presented. If he/she does not present one of the assignments, he/she will submit it in written form. Assignment options:
a) analysis of a text
b) preparation of a glossary of terms and concepts in the text (5–10 words, expressions) and a draft exercise to practise the vocabulary in question
c) critical evaluation of a text: setting out the soundness of the argument and treatment of the issues with appropriate explanations, suggestions for improvement and responses to the issues
d) elaboration of further research and presentation for class discussion
e) explanation of 3–5 cultural terms, and their relationship to British/American society, and their use in the classroom (activity suggestion)
- End-of-term test (2/3): the test is based on the compulsory readings, questions include factual questions (definitions, matching) and open questions requiring interpretation of what has been read

Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69% – 0% FX
Grade A (excellent): The student is proficient in the cultural studies terminology presented and discussed, as well as in the practical use of the terms. He/she understands the cultural context of the phenomena and events presented and discussed. In the presentation, the student presents the chosen topic without errors and inaccuracies and competently moderates the discussion. Both written assignments are impeccable in language and content.
Grade B (very good): The student has a very good command of the cultural studies terminology presented and discussed, the vocabulary and its practical use with minimal minor errors and inaccuracies. The student understands the cultural contexts of the phenomena and events presented and discussed. He/she presents the chosen topic without major errors and inaccuracies, and competently moderates the discussion. One of the two written assignments contains a#few minor mistakes.
Grade C (good): The student masters the cultural studies terminology presented and discussed, and is able to use it with some errors and inaccuracies. He/she understands most of cultural studies contexts of the phenomena and events presented and discussed. He/she presents the chosen topic with a#greater number of minor errors and inaccuracies, and moderates the discussion appropriately. Both written assignments contain minor mistakes.
Grade D (satisfactory): The student has a partial command of the cultural studies terminology presented and discussed, and has limitations in its practical use. He/she understands some of the cultural contexts of the phenomena and events presented and discussed. He/she presents the chosen topic with a number of substantial errors and inaccuracies, and only partially moderates the discussion. One of the written assignments contains major mistakes, while the other has minor errors of language and content.
Grade E (sufficient): The student has very limited knowledge of the cultural studies terminology presented and discussed, and has serious shortcomings in applying them in practical language use. He/she understands only minimal cultural studies contexts of the phenomena and events presented and discussed. His/her presentation lacks cohesion, but leads to some meaningful conclusion. Both written assignments contain major mistakes of language and content, but they still reveal some sense.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): -
Preparation of individual assignments (1/3): each student first prepares two of the following assignments, of which at least one is presented. If he/she does not present one of the assignments, he/she will submit it in written form. Assignment options: a) analysis of a text b) preparation of a glossary of terms and concepts in the text (5–10 words, expressions) and a draft exercise to practise the vocabulary in question c) critical evaluation of a text: setting out the soundness of the argument and treatment of the issues with appropriate explanations, suggestions for improvement and responses to the issues d) elaboration of further research and presentation for class discussion e) explanation of 3–5 cultural terms, and their relationship to British/American society, and their use in the classroom (activity suggestion) - End-of-term test (2/3): the test is based on the compulsory readings, questions include factual questions (definitions, matching) and open questions requiring interpretation of what has been read

Learning outcomes:
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- The student is knowledgeable in the sub-discipline of “Contemporary American and British Culture”, i.e., understands the terminology presented and the contextual background of the course.

- The student understands the historical and political reasons for migration, multiculturalism, the Brexit phenomenon and its significance in the EU, etc.
- The student is familiar with teaching methods or the intercultural principle in language teaching.
- The student is able to apply the presented topics to teaching (create a lesson based on a cultural topic, teaching the language in interaction with the culture of the UK and the USA).
Skills:
- The student is able to work with specialist (secondary) literature, but also with fiction and authentic material, and is able to elaborate on a cultural studies topic for language learning purposes.
- The student can analyse, evaluate, and create teaching materials reflecting the teaching objective, conditions and specificities of a particular educational context.
- The student is able to analyse the latest knowledge of the discipline, apply analytical-critical and linguistic thinking to selected cultural studies phenomena, leading to creativity and empathy.
- The student has developed the skills to communicate fluently about professional aspects of culture and the teaching of culture in English at the C1 level.
- The student acquires presentation and digital skills, is able to search for relevant information in the digital environment and work in the digital learning environment Moodle; he/she also acquires presentation skills and project development.
Competences:
- The student develops literacy skills and acquires literary and intercultural competences.
- The student is able to communicate effectively, collaborate and solve problems as a#team.
- The student adequately develops metacognitive awareness, can use effective strategies of self-study and regulation of his/her life reflecting the principles of psycho-hygiene.
- The student develops autonomy, responsibility for his/her further professional development.
- The student knows how to use information and communication technologies in foreign language education, in professional and broader social communication, as well as in his/her further education.
- The student acquires intercultural competences and competences for intercultural approach in language education.
- The student has the prerequisites for active involvement in professional life.

Class syllabus:
Course contents
Main themes of the course:
- Introduction to cultural studies
- Terminology of the discipline
- British and American migration waves in historical contexts: Post-war migration
- The political rhetoric of migration
- Contemporary UK-US migration policies
- Social issues affecting contemporary cultures
Through the above course contents and methods of education, the student acquires knowledge, develops his/her didactic skills, and competences corresponding to the profile of a graduate of the Master#s degree in the study programme of Teaching of English Language and Literature in Combination.

Recommended literature:
Compulsory readings:
Articles, reports, and briefs from the website The Migration Observatory at the University of Oxford, https://migrationobservatory.ox.ac.uk/
PANAYI, Panikos. An Immigration History of Britain: Multicultural Racism since 1800. Pearson Education Ltd., 2010.
“Migrants in the UK: An Overview”, The Migration Observatory

http://www.migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-an-overview/
The Migration Observatory at the University of Oxford, https://migrationobservatory.ox.ac.uk/
Reading: British Muslims in Numbers – A Demographic, Socio-economic and Health Profile of Muslims in Britain Drawing on the 2011 Census, Chapter 2
https://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport_2015.pdf
Enoch Powell's "Rivers of blood" speech
http://www.telegraph.co.uk/comment/3643823/Enoch-Powells-Rivers-of-Blood-speech.html
Policy Primer: Integration", The Migration Observatory
https://migrationobservatory.ox.ac.uk/resources/primers/policy-primer-integration/
Peter William Walsh and Robert McNeil, "Calculating the Bill: The Projected Impacts of the Points-Based Immigration System After Brexit"
https://migrationobservatory.ox.ac.uk/resources/commentaries/calculating-the-bill-the-projected-impacts-of-the-points-based-immigration-system-after-brexit/
Recommended readings:
JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2020). Voices from beyond: A modern coursebook of cultural studies for philologists: With a focus on (e)migration as a political, ethical, linguistic and cultural phenomenon in the era of globalization. Bratislava: Z-F Lingua.
JAVORČÍKOVÁ, J. (2010). Slovak Immigration to Canada: Narrated Histories. In Migrating Memories: Central Europe in Canada. Volume 2: Oral Histories, ed. Rodica Albu. Brno/Niš: CEACS.
These resources are available in Slovak libraries and bookstores, as well as online.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 44

A	ABS	B	C	D	E	FX
59,09	0,0	13,64	15,91	9,09	0,0	2,27

Lecturers: Dr. habil. Tamás Karáth, PhD.

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde025/22	Contemporary British and American Culture

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Number of hours: 2 per week, 22 per semester
Student workload: 50 hours in total
Direct teaching = 22 h, continuous home preparation of written assignments = 11 h, preparing a presentation = 5 h, preparation for the end-of-term test = 12 h
Teaching methods
Dialogical methods (debate, discussion), analysis of texts, heuristic method, presentation of own views, guided self-study

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements
Continuous assessment (100 points/percent):
- Preparation of individual assignments (1/3): each student first prepares two of the following assignments, of which at least one is presented. If he/she does not present one of the assignments, he/she will submit it in written form. Assignment options:
a) analysis of a text
b) preparation of a glossary of terms and concepts in the text (5–10 words, expressions) and a draft exercise to practise the vocabulary in question
c) critical evaluation of a text: setting out the soundness of the argument and treatment of the issues with appropriate explanations, suggestions for improvement and responses to the issues
d) elaboration of further research and presentation for class discussion
e) explanation of 3–5 cultural terms, and their relationship to British/American society, and their use in the classroom (activity suggestion)
- End-of-term test (2/3): the test is based on the compulsory readings, questions include factual questions (definitions, matching) and open questions requiring interpretation of what has been read

Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69% – 0% FX
Grade A (excellent): The student is proficient in the cultural studies terminology presented and discussed, as well as in the practical use of the terms. He/she understands the cultural context of the phenomena and events presented and discussed. In the presentation, the student presents the chosen topic without errors and inaccuracies and competently moderates the discussion. Both written assignments are impeccable in language and content.
Grade B (very good): The student has a very good command of the cultural studies terminology presented and discussed, the vocabulary and its practical use with minimal minor errors and inaccuracies. The student understands the cultural contexts of the phenomena and events presented and discussed. He/she presents the chosen topic without major errors and inaccuracies, and competently moderates the discussion. One of the two written assignments contains a#few minor mistakes.
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Grade D (satisfactory): The student has a partial command of the cultural studies terminology presented and discussed, and has limitations in its practical use. He/she understands some of the cultural contexts of the phenomena and events presented and discussed. He/she presents the chosen topic with a number of substantial errors and inaccuracies, and only partially moderates the discussion. One of the written assignments contains major mistakes, while the other has minor errors of language and content.
Grade E (sufficient): The student has very limited knowledge of the cultural studies terminology presented and discussed, and has serious shortcomings in applying them in practical language use. He/she understands only minimal cultural studies contexts of the phenomena and events presented and discussed. His/her presentation lacks cohesion, but leads to some meaningful conclusion. Both written assignments contain major mistakes of language and content, but they still reveal some sense.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): -
Preparation of individual assignments (1/3): each student first prepares two of the following assignments, of which at least one is presented. If he/she does not present one of the assignments, he/she will submit it in written form. Assignment options: a) analysis of a text b) preparation of a glossary of terms and concepts in the text (5–10 words, expressions) and a draft exercise to practise the vocabulary in question c) critical evaluation of a text: setting out the soundness of the argument and treatment of the issues with appropriate explanations, suggestions for improvement and responses to the issues d) elaboration of further research and presentation for class discussion e) explanation of 3–5 cultural terms, and their relationship to British/American society, and their use in the classroom (activity suggestion) - End-of-term test (2/3): the test is based on the compulsory readings, questions include factual questions (definitions, matching) and open questions requiring interpretation of what has been read

Learning outcomes:
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
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- The student is able to apply the presented topics to teaching (create a lesson based on a cultural topic, teaching the language in interaction with the culture of the UK and the USA).
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- The student can analyse, evaluate, and create teaching materials reflecting the teaching objective, conditions and specificities of a particular educational context.
- The student is able to analyse the latest knowledge of the discipline, apply analytical-critical and linguistic thinking to selected cultural studies phenomena, leading to creativity and empathy.
- The student has developed the skills to communicate fluently about professional aspects of culture and the teaching of culture in English at the C1 level.
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Competences:
- The student develops literacy skills and acquires literary and intercultural competences.
- The student is able to communicate effectively, collaborate and solve problems as a#team.
- The student adequately develops metacognitive awareness, can use effective strategies of self-study and regulation of his/her life reflecting the principles of psycho-hygiene.
- The student develops autonomy, responsibility for his/her further professional development.
- The student knows how to use information and communication technologies in foreign language education, in professional and broader social communication, as well as in his/her further education.
- The student acquires intercultural competences and competences for intercultural approach in language education.
- The student has the prerequisites for active involvement in professional life.

Class syllabus:
Course contents
Main themes of the course:
- Introduction to cultural studies
- Terminology of the discipline
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- The political rhetoric of migration
- Contemporary UK-US migration policies
- Social issues affecting contemporary cultures
Through the above course contents and methods of education, the student acquires knowledge, develops his/her didactic skills, and competences corresponding to the profile of a graduate of the Master#s degree in the study programme of Teaching of English Language and Literature in Combination.

Recommended literature:
Compulsory readings:
Articles, reports, and briefs from the website The Migration Observatory at the University of Oxford, https://migrationobservatory.ox.ac.uk/
PANAYI, Panikos. An Immigration History of Britain: Multicultural Racism since 1800. Pearson Education Ltd., 2010.
“Migrants in the UK: An Overview”, The Migration Observatory

http://www.migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-an-overview/
The Migration Observatory at the University of Oxford, https://migrationobservatory.ox.ac.uk/
Reading: British Muslims in Numbers – A Demographic, Socio-economic and Health Profile of Muslims in Britain Drawing on the 2011 Census, Chapter 2
https://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport_2015.pdf
Enoch Powell's "Rivers of blood" speech
http://www.telegraph.co.uk/comment/3643823/Enoch-Powells-Rivers-of-Blood-speech.html
Policy Primer: Integration", The Migration Observatory
https://migrationobservatory.ox.ac.uk/resources/primers/policy-primer-integration/
Peter William Walsh and Robert McNeil, "Calculating the Bill: The Projected Impacts of the Points-Based Immigration System After Brexit"
https://migrationobservatory.ox.ac.uk/resources/commentaries/calculating-the-bill-the-projected-impacts-of-the-points-based-immigration-system-after-brexit/
Recommended readings:
JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2020). Voices from beyond: A modern coursebook of cultural studies for philologists: With a focus on (e)migration as a political, ethical, linguistic and cultural phenomenon in the era of globalization. Bratislava: Z-F Lingua.
JAVORČÍKOVÁ, J. (2010). Slovak Immigration to Canada: Narrated Histories. In Migrating Memories: Central Europe in Canada. Volume 2: Oral Histories, ed. Rodica Albu. Brno/Niš: CEACS.
These resources are available in Slovak libraries and bookstores, as well as online.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 44

A	ABS	B	C	D	E	FX
59,09	0,0	13,64	15,91	9,09	0,0	2,27

Lecturers:

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde027/22	**Course title:** Contemporary Slovak language from the historical and dialectal viewpoint
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person) Student workload: 11 x 2 hours of direct teaching - 22 hours; 18 hours of preparation for seminars focusing on the analysis of source texts and self-study of literature on individual topics; 20 hours of preparation for the final test. Total 60 hours of student work. Teaching methods: explanation, heuristic methods, interpretation, colloquium, discussion	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in the class is required to pass the course. The student will be evaluated on the basis of a presentation on the assigned topic and a written test at the end of the course (100 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 30 points; final test: less than 30 points). The rating is awarded on a scale: A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of the development of Slovak and its dialectal stratification in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge convincingly, creatively apply and adapt it in practice, has the ability to creatively and independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, he/she has well-developed skills for independent further self-study, he/she can apply the knowledge at an excellent level in identifying and characterising selected linguistic phenomena in texts of written monuments and apply them in school practice; B (92 - 85 %, very good - above average standard): very good performance: The student has very good knowledge of the development of Slovak and dialect stratification to the required extent,	

logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge and can apply it very well in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has well-developed skills for independent further self-study, he/she can apply the knowledge at a very good level in identifying and characterising selected linguistic phenomena in texts of written monuments and can adapt and innovate the acquired knowledge and propose procedures for working with it in school practice;
C (84 - 77 %, good - normal reliable work): good performance: the student has good knowledge of the development of Slovak language and dialect stratification in the required range, he/she arranges the presented facts appropriately, he/she can reliably apply the acquired knowledge in practice, he/she reliably solves individual tasks and assignments, he/she has well-developed skills for independent further self-study, he/she can apply the knowledge at a reliable level in the identification and characterisation of the selected linguistic phenomena in the texts of the written monuments and adapt them. In school practice;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the development of Slovak and dialect stratification to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge in practice, satisfactorily solves individual tasks and assignments, has acceptably developed the skills necessary for self-study, can apply the knowledge in the identification and characterisation of selected linguistic phenomena in texts of written monuments and adapt them in school practice;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge in the field of the development of Slovak language and dialect stratification in the required range and deficiencies in the arrangement of facts, the acquired knowledge can be minimally applied in practice, solves individual tasks and assignments at a sufficient level, has the minimum skills necessary for self-study, the knowledge can be sufficiently applied in the identification and characterization of selected linguistic phenomena in the texts of written monuments and apply existing procedures for working with them in school practice;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the development of Slovak language and dialect stratification to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in practice, cannot solve individual tasks and assignments, cannot independently further his/her education, and does not sufficiently apply the knowledge in the identification and characterisation of selected linguistic phenomena in the texts of written monuments and cannot apply them in school practice.

Learning outcomes:
The student has a basic knowledge of the earlier stages of the development and dialectal stratification of the Slovak language. The student has knowledge of the main developmental and linguistic-integrative phenomena in the Slovak national language, which have been applied in its written form. He has developed the skills to synthesise the knowledge he has acquired in the study of the contemporary Slovak language and can apply it in the creative recognition of the main developmental changes in the Slovak language and in the recognition of their functioning in the linguistic system of the Slovak language. On the basis of the knowledge from dialectology, the student is able to analyse and systematise the main features of the dialect system of the Slovak national language.
The student is able to apply the acquired knowledge in describing the linguistic contexts related to the development and dialectal structure of the Slovak national language and in identifying selected dialectal and developmental phenomena in written monuments. This is transferable knowledge that is applicable in everyday practice, especially as analytical and interpretive skills that will enable the person thus profiled to combine knowledge of contemporary language and culture with thinking

about the history, culture and development of Slovak society. The student can use and creatively apply the knowledge, insights and skills in the school environment as a teacher of lower and upper secondary education. On the basis of problem-solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. The student has also acquired a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. Proto-Slavic origin of Slovak.
2. Slovak in the family of Slavic languages in the context of theories of its origin.
3. Old Slavonic and Church Slavonic.
4. The main changes in the Proto-Slavic basis of Slovak (sound and morphological level).
5. The main features in the development of the Slovak vocabulary. The lexis inherited from the Proto-Slavic.
6. Adoptions from non-Slavic languages.
7. Slovak dialectology and methods of its research.
8. Basic features of Slovak dialect macroareals and their subdivision.
9. Characteristics of cultural variants of Slovak in the context of the older Slovak written culture.
10. Reflection of the linguistic development of Slovak in the contemporary written language.
11. Dialectology and research of Slovak in relation to Slavic and non-Slavic languages (Slavic Language Atlas, Pan-Carpathian Dialectological Atlas, Atlas of the Slovak Language, projects and international research).

The thematic structuring of the course according to the individual headings will allow the student to gradually gain a basic overview of the development and dialectal stratification of the national language. It will provide the necessary body of knowledge that will support the formation of creative and synthesising skills, which will be essential especially in terms of profiling a graduate who will be able to orientate himself in the issues of the development of the national language, history and culture. The course will create the space for the complementarity of approaches necessary for the formation of the graduate's personality according to the profile and with skills that extend into the fields of history and culture of society. At the same time, the student will acquire the prerequisites and motivation to develop the acquired skills in further self-study and critical thinking.

The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

KRAJČOVIČ, R. 1989. Vývin slovenského jazyka a dialektológia. Bratislava: SPN. 344 s. (selected sections)

ŠTOLC, J. 1994. Slovenská dialektológia. Bratislava: Veda, 179 s. + 37 máp. ISBN 80-224-0036-X. (selected sections)

Recommended readings:
ŽEŇUCH, P. 2021. Z problematiky vývinu slovenčiny. Cyrilská písomná tradícia [elektronický zdroj]. Bratislava: Ústav filologický štúdií Pedagogickej fakulty Univerzity Komenského v Bratislave, Katedra slovenského jazyka a literatúry. 83 s. ISBN 978-80-570-2715-7. Available on: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KSJL/rozne/ZENUCH_Peter_Z_problematiky_vyvinu_slovenciny.pdf (selected sections)
ŽEŇUCH, P. 2018. Vojvodinskí Rusnáci a slovenskí rusnáci: jazyková, konfesionálna a etnická identita v komparácii. In: Slavica Slovaca, roč. 53, č. 3 – 4, s. 75 – 85. Available on: http://www.slavu.sav.sk/casopisy/slavica/2018_1/posekana%20slavika/%C5%BDe%C5%88uch.pdf
ŽEŇUCH, P. 2015. K dejinám cyrilskej písomnej kultúry na Slovensku. Nitra: UKF. 175 s. ISBN 978-80-558-0740-9 . (selected sections)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 164

A	ABS	B	C	D	E	FX
37,8	0,0	27,44	19,51	9,15	4,27	1,83

Lecturers: prof. PhDr. Peter Žeňuch, DrSc.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde027/22	**Course title:** Contemporary Slovak language from the historical and dialectal viewpoint

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 18 hours of preparation for seminars focusing on the analysis of source texts and self-study of literature on individual topics; 20 hours of preparation for the final test. Total 60 hours of student work.
Teaching methods: explanation, heuristic methods, interpretation, colloquium, discussion

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the basis of a presentation on the assigned topic and a written test at the end of the course (100 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 30 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of the development of Slovak and its dialectal stratification in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge convincingly, creatively apply and adapt it in practice, has the ability to creatively and independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, he/she has well-developed skills for independent further self-study, he/she can apply the knowledge at an excellent level in identifying and characterising selected linguistic phenomena in texts of written monuments and apply them in school practice;
B (92 - 85 %, very good - above average standard): very good performance: The student has very good knowledge of the development of Slovak and dialect stratification to the required extent,

logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge and can apply it very well in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has well-developed skills for independent further self-study, he/she can apply the knowledge at a very good level in identifying and characterising selected linguistic phenomena in texts of written monuments and can adapt and innovate the acquired knowledge and propose procedures for working with it in school practice;
C (84 - 77 %, good - normal reliable work): good performance: the student has good knowledge of the development of Slovak language and dialect stratification in the required range, he/she arranges the presented facts appropriately, he/she can reliably apply the acquired knowledge in practice, he/she reliably solves individual tasks and assignments, he/she has well-developed skills for independent further self-study, he/she can apply the knowledge at a reliable level in the identification and characterisation of the selected linguistic phenomena in the texts of the written monuments and adapt them. In school practice;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the development of Slovak and dialect stratification to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge in practice, satisfactorily solves individual tasks and assignments, has acceptably developed the skills necessary for self-study, can apply the knowledge in the identification and characterisation of selected linguistic phenomena in texts of written monuments and adapt them in school practice;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge in the field of the development of Slovak language and dialect stratification in the required range and deficiencies in the arrangement of facts, the acquired knowledge can be minimally applied in practice, solves individual tasks and assignments at a sufficient level, has the minimum skills necessary for self-study, the knowledge can be sufficiently applied in the identification and characterization of selected linguistic phenomena in the texts of written monuments and apply existing procedures for working with them in school practice;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the development of Slovak language and dialect stratification to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in practice, cannot solve individual tasks and assignments, cannot independently further his/her education, and does not sufficiently apply the knowledge in the identification and characterisation of selected linguistic phenomena in the texts of written monuments and cannot apply them in school practice.

Learning outcomes:
The student has a basic knowledge of the earlier stages of the development and dialectal stratification of the Slovak language. The student has knowledge of the main developmental and linguistic-integrative phenomena in the Slovak national language, which have been applied in its written form. He has developed the skills to synthesise the knowledge he has acquired in the study of the contemporary Slovak language and can apply it in the creative recognition of the main developmental changes in the Slovak language and in the recognition of their functioning in the linguistic system of the Slovak language. On the basis of the knowledge from dialectology, the student is able to analyse and systematise the main features of the dialect system of the Slovak national language.
The student is able to apply the acquired knowledge in describing the linguistic contexts related to the development and dialectal structure of the Slovak national language and in identifying selected dialectal and developmental phenomena in written monuments. This is transferable knowledge that is applicable in everyday practice, especially as analytical and interpretive skills that will enable the person thus profiled to combine knowledge of contemporary language and culture with thinking

about the history, culture and development of Slovak society. The student can use and creatively apply the knowledge, insights and skills in the school environment as a teacher of lower and upper secondary education. On the basis of problem-solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. The student has also acquired a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. Proto-Slavic origin of Slovak.
2. Slovak in the family of Slavic languages in the context of theories of its origin.
3. Old Slavonic and Church Slavonic.
4. The main changes in the Proto-Slavic basis of Slovak (sound and morphological level).
5. The main features in the development of the Slovak vocabulary. The lexis inherited from the Proto-Slavic.
6. Adoptions from non-Slavic languages.
7. Slovak dialectology and methods of its research.
8. Basic features of Slovak dialect macroareals and their subdivision.
9. Characteristics of cultural variants of Slovak in the context of the older Slovak written culture.
10. Reflection of the linguistic development of Slovak in the contemporary written language.
11. Dialectology and research of Slovak in relation to Slavic and non-Slavic languages (Slavic Language Atlas, Pan-Carpathian Dialectological Atlas, Atlas of the Slovak Language, projects and international research).

The thematic structuring of the course according to the individual headings will allow the student to gradually gain a basic overview of the development and dialectal stratification of the national language. It will provide the necessary body of knowledge that will support the formation of creative and synthesising skills, which will be essential especially in terms of profiling a graduate who will be able to orientate himself in the issues of the development of the national language, history and culture. The course will create the space for the complementarity of approaches necessary for the formation of the graduate's personality according to the profile and with skills that extend into the fields of history and culture of society. At the same time, the student will acquire the prerequisites and motivation to develop the acquired skills in further self-study and critical thinking.

The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

KRAJČOVIČ, R. 1989. Vývin slovenského jazyka a dialektológia. Bratislava: SPN. 344 s. (selected sections)

ŠTOLC, J. 1994. Slovenská dialektológia. Bratislava: Veda, 179 s. + 37 máp. ISBN 80-224-0036-X. (selected sections)

Recommended readings:
ŽEŇUCH, P. 2021. Z problematiky vývinu slovenčiny. Cyrilská písomná tradícia [elektronický zdroj]. Bratislava: Ústav filologický štúdií Pedagogickej fakulty Univerzity Komenského v Bratislave, Katedra slovenského jazyka a literatúry. 83 s. ISBN 978-80-570-2715-7. Available on: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KSJL/rozne/ZENUCH_Peter_Z_problematiky_vyvinu_slovenciny.pdf (selected sections)
ŽEŇUCH, P. 2018. Vojvodinskí Rusnáci a slovenskí rusnáci: jazyková, konfesionálna a etnická identita v komparácii. In: Slavica Slovaca, roč. 53, č. 3 – 4, s. 75 – 85. Available on: http://www.slavu.sav.sk/casopisy/slavica/2018_1/posekana%20slavika/%C5%BDe%C5%88uch.pdf
ŽEŇUCH, P. 2015. K dejinám cyrilskej písomnej kultúry na Slovensku. Nitra: UKF. 175 s. ISBN 978-80-558-0740-9 . (selected sections)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 164

A	ABS	B	C	D	E	FX
37,8	0,0	27,44	19,51	9,15	4,27	1,83

Lecturers: Mgr. Marína Hríb, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde006/22	Contrastive Linguistics

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching method: in-person, combined
Number of hours: 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22h, continuous home preparation for class = 11 h, preparation of continuous assignments (assignments, exercises) = 11h, preparation for in-term test = 14h, preparation for final test = 17h
Teaching methods:
Explanation of the material, instruction, brainstorming, guided debate, discussion of the topic, independent work, group work, work with text, solving problems and assignments, application of theoretical knowledge to practice

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Completion of graded written assignments is a prerequisite for taking the final test. The student is entitled to an alternative date for the in-term assessment (if he/she has not attended the assessment for health or other compelling reasons), but is not entitled to a#re-sit in-term assessment date.
Continuous assessment (40 percent):
In-term assessment (25 percent)
Completion of written assignments (15 percent)
Final assessment (60 percent):
Final test (60 points)
Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX
Grade A (excellent performance): The student possesses knowledge of the theory at an excellent level, knows professional terminology and can use it to name grammatical phenomena in practical

examples, independently and at an excellent level finds analogies and contrasts in the grammar of the English and Slovak languages, creates his own examples of the analysed phenomena, independently and without mistakes works out practical tasks assigned by the teacher.
Grade B (very good): The student possesses knowledge of the theory at an excellent level, knows professional terminology and can use it to name grammatical phenomena in practical examples with a minimum of errors, independently finds analogies and contrasts in the grammar of the English and Slovak languages, creates his/her own examples of the analysed phenomena, independently develops practical tasks assigned by the teacher with a minimum of errors.
Grade C (good): The student possesses mostly theoretical knowledge at an average level, knows professional terminology, with help can use it to name grammatical phenomena, knows the grammar of the English language, only with problems or with help can identify relevant categories in both languages, when answering questions relies on learned examples, when solving tasks makes mistakes.
Grade D (satisfactory): The student possesses partial theoretical knowledge at a sufficient level, relies on descriptive statements, uses technical terminology to a lesser extent, only with problems can he/she connect it to naming grammatical phenomena, has a sufficient command of English grammar, has problems identifying relevant categories in both languages, relies on memorised examples when answering questions, makes grammatical and stylistic errors when solving problems, which do not have a significant impact on the student's understanding of the written expression.
Grade E (sufficient): The student possesses at least partial theoretical knowledge, relies on descriptive statements, uses technical terminology to a minimal extent, only with problems can he/she link it to naming grammatical phenomena, has a sufficient level of command of English grammar in practical activities, makes grammatical and factual errors in identifying relevant categories in both languages, relies on memorised examples when answering questions, makes grammatical and stylistic errors when solving problems which do not have a significant impact on the student's understanding of the written expression.
Scale of assessment (preliminary/final): Course completion requirements: Completion of graded written assignments is a prerequisite for taking the final test. The student is entitled to an alternative date for the in-term assessment (if he/she has not attended the assessment for health or other compelling reasons), but is not entitled to a#re-sit in-term assessment date. Continuous assessment (40 percent): In-term assessment (25 percent) Completion of written assignments (15 percent) Final assessment (60 percent): Final test (60 points)

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for a student to develop the following knowledge, skills, and competences:
Knowledge:
The student…:
- is proficient in professional terminology,
- knows and is able to use the hierarchy of linguistic units in practice,
- is oriented in the approaches of the different linguistic schools,
- consolidates the knowledge from previous grammar courses,
- develops and uses the acquired knowledge for the contrastive analysis of bounded linguistic structures as well as for the complex analysis of a text.
Skills:
The student…:
- works independently with a professional text, searches for and correlates the latest knowledge, and critically analyses it,

- develops his/her presentation and communication skills as part of preparation for his/her future career,
- applies theoretical knowledge in solving practical problems,
- demonstrates the ability to analyse and think critically,
- sees issues and problems in a broader context,
- understands and can demonstrate connections, can relate them logically,
- is able to cooperate effectively within a group.

Competences:
The student…:
- communicates effectively within a study/work group, uses self-study strategies,
- is able to present his/her knowledge at an appropriate linguistic level, develops his/her argumentation skills,
- develops his/her linguistic thinking, actively and effectively uses information technology to gather information, which he/she then communicates effectively in English at an appropriate level.

Class syllabus:

Course contents:
Main themes of the course:
A brief history of linguistics from ancient times to the present, the naming unit and its basic features, the content and form of the naming unit, compound words, conversion, basic differences between English and Slovak nouns, verbs and adjectives, the sentence, the definition of the sentence and its functional analysis, the function of the subject in English, types of predication, nominal trends in English, sentence structure, word order, inversion
Through the above course content and the use of the above methods of education, the student acquires theoretical knowledge of linguistics as a scientific discipline, develops his/her practical skills and competences in accordance with the profile of a graduate of the Master's degree. He develops his analytical-comparative thinking and deepens the skills of working with text that he has acquired during his previous studies. He/she uses his/her knowledge of English as a foreign language and is able to compare morphological and syntactic characteristics with their Slovak equivalents. With regard to the graduate profile, he develops his pedagogical and linguistic thinking. He/she uses comparative analysis to determine the interference of the mother tongue, works effectively on its prevention and independently or in a group searches for effective methods of strategies usable in future educational practice.

Recommended literature:

Compulsory readings:
(selected chapters according to the teacher’s instructions)
HLADKÝ, J. and RUŽIČKA, M. (1996). A#Functional Onomatology of English. Brno: Masarykova Univerzita.
VACHEK, J. (1997). Functional Syntax. Brno: Masarykova univerzita.
VACHEK, J. (1975). Linguistic Characterology of Modern English. Bratislava: UK Bratislava.
Recommended readings:
(selected chapters according to the teacher’s instructions)
DUŠKOVÁ, L. et al. (1994). Mluvnice současné angličtiny na pozadí češtiny. Academia Praha.

Languages necessary to complete the course:

English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 235

A	ABS	B	C	D	E	FX
11,91	0,0	19,15	22,98	17,87	26,81	1,28

Lecturers: Mgr. Patricia Kotlebová, PhD.

Last change: 14.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde028/22	Creative writing

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 22 hours of continuous preparation, including study of literature; 8 hours of preparation of semester activity; 8 hours of semester thesis. Total 60 hours of student work.
Teaching methods: lecture, demonstration, discussion, work with text, project teaching, problem solving, group work, individual work, e-learning, guided self-study

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (40 points) on the theoretical knowledge and practical skills needed in creative writing;
• the implementation of a semester activity (30 points), which the student chooses from a list of creative writing techniques, prepares and manages in the seminar according to a set timetable; the participants in the activity are classmates or the lecturer;
• a term paper (30 points) in which the student reports on his/her term activity, submits it for theoretical and critical reflection and proposes its implementation in secondary education.
The course culminates in an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
To pass the course, a minimum score of 60% is required. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who receives less than 60% of the points for any component of the assessment (micro-assignments: less than 24 points, term paper: less than 18 points, term paper: less than 18 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of creative writing to the required extent, logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired knowledge in a convincing

manner, is able to creatively apply, adapt, innovate and design creative writing workflows in school practice at an excellent level, has the ability to creatively solve individual tasks and assignments independently and imaginatively, including in broader linguistic, literary and didactic contexts, excellently supports pupils' active acquisition of knowledge, skills and competences, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of creative writing to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the knowledge acquired and is able to apply, adapt and innovate creative writing working practices in school practice very well, has the ability to solve individual tasks and assignments independently and in a broader linguistic, literary and didactic context, supports pupils' active acquisition of knowledge, skills and competences very well, the linguistic and stylistic level of his/her expression is very good, has very well-developed skills for further independent learning;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of creative writing to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply the acquired knowledge and existing working practices in creative writing in school practice, solves individual tasks and assignments independently and reliably, promotes pupils' active acquisition of knowledge, skills and competences well, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of creative writing to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working practices in creative writing in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, at a satisfactory level, supports students' active acquisition of knowledge, skills and competences, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of creative writing to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired knowledge and existing working practices in creative writing in school practice, solves individual tasks and assignments with considerable help at a satisfactory level, only minimally promotes students' active acquisition of knowledge, skills and competences, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of creative writing to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to creative writing in school practice, cannot solve individual tasks and assignments, cannot support pupils' active acquisition of knowledge, skills and competences, cannot self-study further.

Learning outcomes:

The student has a basic knowledge of creative writing as a strategy for creative teaching of the subject Slovak language and literature in secondary education. The student has acquired knowledge about the history, different concepts and strategies of creative writing and knows the specific features of the organisation of creative writing in school conditions. The student has the skills necessary to design, implement, and evaluate creative writing techniques in educational practice. The student is able to use creative writing effectively in the teaching of Slovak language and literature. The course is mainly application-oriented to the training of effective designing, implementation, management and evaluation of creative writing techniques as a means of educational activity. On the basis of practicing them, the student has developed skills in the use and creation of educational and methodological materials also with the support of digital technologies. The student has developed the ability to create a stimulating and respectful learning environment.

The student has acquired knowledge and skills in modern teaching methods, forms and means. The student is prepared to reflect the latest theoretical knowledge and apply it in the educational process, extracurricular and extracurricular activities in accordance with current trends in school practice. The student is able to use his/her knowledge of the school system in the environment of the Slovak Republic, is able to respect the basic pedagogical documents, reliably possesses knowledge of the educational process and school practice with emphasis on the requirements of modern education, which is oriented to the pupil, based on creativity, on learning through the discovery of knowledge and on the use of the results of critical thinking. The student has developed strategic, conceptual, and creative thinking skills that enable him/her to promote increased quality of knowledge, thinking, and responsibility in his/her practice with elementary and secondary school students.

Class syllabus:

1. Roots, traditions and forms of creative writing.
2. Creativity, creative thinking and creative teaching. Creative writing as a creative teaching strategy.
3. Creative writing in the educational process with a focus on the subject of Slovak language and literature in lower and upper secondary education.
4. Organisation of creative writing in school conditions.
5. Functions of creative writing in the educational process. Creative writing and the development of pupils' competences.
6. Pupil and teacher as participants and lecturers of creative writing.
7. Specifics of assessment in creative writing.
8. Creative writing as a means of developing the pupil's personality
9. Creative writing as a means of developing communicative competence.
10. Creative writing as an integrative means of fostering intra- and inter-component relationships.
11. Creative writing as an integrative means of fostering cross-curricular relationships.

The course curriculum covers the range of knowledge and skills that the student will use in his/her teaching practice. The student will acquire knowledge about the history and different concepts of creative writing, gain knowledge about strategies that develop creativity, learn about the specifics of the organization of creative writing in school conditions and the specifics of the relationship between the student and the teacher in creative writing, acquire knowledge about tools for evaluating creative writing in terms of effectiveness. The student will acquire the skills necessary to design, implement and evaluate creative writing techniques in educational practice. The student will learn how to effectively use creative writing in the teaching of the subject Slovak language and literature as a means of developing the student's personality and communicative competence, as a tool for mastering the curriculum in the individual components of the subject Slovak language and literature, and as an integrative tool supporting intra-, inter- and inter-subject relationships. The course will lead the student to reflect on the latest theoretical knowledge and to apply it in the educational process, extracurricular and interest activities in accordance with current trends in school practice. The student will be able to use his/her knowledge of the school system in the environment of the Slovak Republic, learn to respect the basic pedagogical documents, consolidate and develop knowledge of the educational process and school practice with emphasis on the requirements of modern education, which is student-oriented, based on creativity, on learning through the discovery of knowledge and on the use of the results of critical thinking. The course stimulates the student's knowledge and skills in modern teaching methods, forms and means. The student will develop competences that are a prerequisite for effective designing and creative implementation of educational activities and active participation in the creation of educational and methodological materials, also with the support of digital technologies. The student will consolidate and develop strategic, conceptual and creative thinking, thanks to which he/she will support the

improvement of the quality of knowledge, thinking and responsibility in his/her practice in primary and secondary school pupils.

Recommended literature:

Compulsory readings:

ELIAŠOVÁ, V. 2017. Tvorivé písanie a možnosti jeho využitia v edukačnom procese. Bratislava: Univerzita Komenského v Bratislave. 186 s. ISBN 978-80-223-3079-4.

Recommended readings:

ELIAŠOVÁ, V. – KOČANOVÁ, M. – LACKO, I. 2007. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav. 137 s. ISBN 978-80-89225-35-4.

FIŠER, Z. 2012. Tvůrčí psaní v literární výchově jako nástroj poznávaní. Brno: Masarykova univerzita. 226 s. ISBN 978-80-210-6121-7 Available on webe: https://munispace.muni.cz/ library/ catalog/book/873.

REHÚŠ, M. – ŠRANK, J. 2012. Nesystematický návod na použitie slovenskej experimentálnej poézie. In: V sieti strednej Európy: nielen o elektronickej literatúre. Bratislava: SAP a Ústav svetovej literatúry SAV, s. 241 – 264. ISBN 978-80-8095-076-7.

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
80,0	0,0	0,0	20,0	0,0	0,0	0,0

Lecturers: doc. Mgr. Jaroslav Šrank, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde028/22	**Course title:** Creative writing

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 22 hours of continuous preparation, including study of literature; 8 hours of preparation of semester activity; 8 hours of semester thesis. Total 60 hours of student work.
Teaching methods: lecture, demonstration, discussion, work with text, project teaching, problem solving, group work, individual work, e-learning, guided self-study

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (40 points) on the theoretical knowledge and practical skills needed in creative writing;
• the implementation of a semester activity (30 points), which the student chooses from a list of creative writing techniques, prepares and manages in the seminar according to a set timetable; the participants in the activity are classmates or the lecturer;
• a term paper (30 points) in which the student reports on his/her term activity, submits it for theoretical and critical reflection and proposes its implementation in secondary education.
The course culminates in an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
To pass the course, a minimum score of 60% is required. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who receives less than 60% of the points for any component of the assessment (micro-assignments: less than 24 points, term paper: less than 18 points, term paper: less than 18 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of creative writing to the required extent, logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired knowledge in a convincing

manner, is able to creatively apply, adapt, innovate and design creative writing workflows in school practice at an excellent level, has the ability to creatively solve individual tasks and assignments independently and imaginatively, including in broader linguistic, literary and didactic contexts, excellently supports pupils' active acquisition of knowledge, skills and competences, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of creative writing to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the knowledge acquired and is able to apply, adapt and innovate creative writing working practices in school practice very well, has the ability to solve individual tasks and assignments independently and in a broader linguistic, literary and didactic context, supports pupils' active acquisition of knowledge, skills and competences very well, the linguistic and stylistic level of his/her expression is very good, has very well-developed skills for further independent learning;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of creative writing to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply the acquired knowledge and existing working practices in creative writing in school practice, solves individual tasks and assignments independently and reliably, promotes pupils' active acquisition of knowledge, skills and competences well, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of creative writing to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working practices in creative writing in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, at a satisfactory level, supports students' active acquisition of knowledge, skills and competences, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of creative writing to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired knowledge and existing working practices in creative writing in school practice, solves individual tasks and assignments with considerable help at a satisfactory level, only minimally promotes students' active acquisition of knowledge, skills and competences, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of creative writing to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to creative writing in school practice, cannot solve individual tasks and assignments, cannot support pupils' active acquisition of knowledge, skills and competences, cannot self-study further.

Learning outcomes:

The student has a basic knowledge of creative writing as a strategy for creative teaching of the subject Slovak language and literature in secondary education. The student has acquired knowledge about the history, different concepts and strategies of creative writing and knows the specific features of the organisation of creative writing in school conditions. The student has the skills necessary to design, implement, and evaluate creative writing techniques in educational practice. The student is able to use creative writing effectively in the teaching of Slovak language and literature. The course is mainly application-oriented to the training of effective designing, implementation, management and evaluation of creative writing techniques as a means of educational activity. On the basis of practicing them, the student has developed skills in the use and creation of educational and methodological materials also with the support of digital technologies. The student has developed the ability to create a stimulating and respectful learning environment.

The student has acquired knowledge and skills in modern teaching methods, forms and means. The student is prepared to reflect the latest theoretical knowledge and apply it in the educational process, extracurricular and extracurricular activities in accordance with current trends in school practice. The student is able to use his/her knowledge of the school system in the environment of the Slovak Republic, is able to respect the basic pedagogical documents, reliably possesses knowledge of the educational process and school practice with emphasis on the requirements of modern education, which is oriented to the pupil, based on creativity, on learning through the discovery of knowledge and on the use of the results of critical thinking. The student has developed strategic, conceptual, and creative thinking skills that enable him/her to promote increased quality of knowledge, thinking, and responsibility in his/her practice with elementary and secondary school students.

Class syllabus:

1. Roots, traditions and forms of creative writing.
2. Creativity, creative thinking and creative teaching. Creative writing as a creative teaching strategy.
3. Creative writing in the educational process with a focus on the subject of Slovak language and literature in lower and upper secondary education.
4. Organisation of creative writing in school conditions.
5. Functions of creative writing in the educational process. Creative writing and the development of pupils' competences.
6. Pupil and teacher as participants and lecturers of creative writing.
7. Specifics of assessment in creative writing.
8. Creative writing as a means of developing the pupil's personality
9. Creative writing as a means of developing communicative competence.
10. Creative writing as an integrative means of fostering intra- and inter-component relationships.
11. Creative writing as an integrative means of fostering cross-curricular relationships.

The course curriculum covers the range of knowledge and skills that the student will use in his/her teaching practice. The student will acquire knowledge about the history and different concepts of creative writing, gain knowledge about strategies that develop creativity, learn about the specifics of the organization of creative writing in school conditions and the specifics of the relationship between the student and the teacher in creative writing, acquire knowledge about tools for evaluating creative writing in terms of effectiveness. The student will acquire the skills necessary to design, implement and evaluate creative writing techniques in educational practice. The student will learn how to effectively use creative writing in the teaching of the subject Slovak language and literature as a means of developing the student's personality and communicative competence, as a tool for mastering the curriculum in the individual components of the subject Slovak language and literature, and as an integrative tool supporting intra-, inter- and inter-subject relationships. The course will lead the student to reflect on the latest theoretical knowledge and to apply it in the educational process, extracurricular and interest activities in accordance with current trends in school practice. The student will be able to use his/her knowledge of the school system in the environment of the Slovak Republic, learn to respect the basic pedagogical documents, consolidate and develop knowledge of the educational process and school practice with emphasis on the requirements of modern education, which is student-oriented, based on creativity, on learning through the discovery of knowledge and on the use of the results of critical thinking. The course stimulates the student's knowledge and skills in modern teaching methods, forms and means. The student will develop competences that are a prerequisite for effective designing and creative implementation of educational activities and active participation in the creation of educational and methodological materials, also with the support of digital technologies. The student will consolidate and develop strategic, conceptual and creative thinking, thanks to which he/she will support the

improvement of the quality of knowledge, thinking and responsibility in his/her practice in primary and secondary school pupils.

Recommended literature:

Compulsory readings:

ELIAŠOVÁ, V. 2017. Tvorivé písanie a možnosti jeho využitia v edukačnom procese. Bratislava: Univerzita Komenského v Bratislave. 186 s. ISBN 978-80-223-3079-4.

Recommended readings:

ELIAŠOVÁ, V. – KOČANOVÁ, M. – LACKO, I. 2007. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav. 137 s. ISBN 978-80-89225-35-4.

FIŠER, Z. 2012. Tvůrčí psaní v literární výchově jako nástroj poznávaní. Brno: Masarykova univerzita. 226 s. ISBN 978-80-210-6121-7 Available on webe: https://munispace.muni.cz/ library/ catalog/book/873.

REHÚŠ, M. – ŠRANK, J. 2012. Nesystematický návod na použitie slovenskej experimentálnej poézie. In: V sieti strednej Európy: nielen o elektronickej literatúre. Bratislava: SAP a Ústav svetovej literatúry SAV, s. 241 – 264. ISBN 978-80-8095-076-7.

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
80,0	0,0	0,0	20,0	0,0	0,0	0,0

Lecturers: doc. Mgr. Jaroslav Šrank, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde004/22	Current Trends in English Language Didactics

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, continuous home study = 11 hours, preparing a power-point presentation of a selected topic = 16 hours, preparing a practical teaching task focused on a selected topic = 3 hours, preparing a case study focused on a selected topic = 2 hours, home study for the final theoretical test = 21 hours
Teaching methods:
Brief explanation of the material, brainstorming and problem solving tasks and assignments, dialogical methods (debate, discussion, colloquium), simulation, solving case studies, guided self-study.

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites: PdF.KAJL/M-ANGde002/22 - English Language Didactics

Recommended prerequisites:
M-ANGde002 English Language Didactics

Course requirements:
Course completion requirements:
Continuous assessment (50 points/percent):
Power-point presentation of a selected topic (theory + research findings) (35 points)
Practical teaching task(s) focused on a selected topic (10 points)
Preparing a case study focused on a selected topic (5 points)
The essential condition for taking a final test is obtaining at least 50% of the continuous assessment (25 points).
Final assessment (50 points/percent):
Final test (50 points)
Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69 – 0% FX

Grade A (excellent - outstanding results): The student can independently prepare a complex ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus, can independently prepare and teach a practical activity of the selected issue, independently formulate a case study of the selected issue, which is subsequently solved by the group within the colloquium.
Grade B (very good): The student, with minimal help from the teacher, can prepare a complex ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus, with minimal help from the teacher can prepare and teach a practical activity of the selected issue, formulate a case study of the selected issue, which is subsequently solved by the group within the colloquium.
Grade C (good): The student, with the help of the teacher, can prepare a basic overview ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus, with the help of the teacher can prepare and with minor errors teach a practical activity of the selected issue, with the help of the teacher formulate a case study of the selected issue, which is subsequently solved by the group in a colloquium.
Grade D (satisfactory): With intensive help from the teacher, the student is able to prepare a basic ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus; with intensive help from the teacher, the student is able to prepare and teach a practical activity on the selected issue with minor errors; with intensive help from the teacher, the student is able to formulate a case study on the selected issue, which is subsequently solved by the group as part of a colloquium.
Grade E (sufficient): Only with the support and intensive help of the teacher can the student prepare a basic ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus; only with the support and intensive help of the teacher can the student prepare and teach a practical activity of the selected issue with mistakes, and formulate a case study of the selected issue, which is subsequently solved by the group in a colloquium.
Scale of assessment (preliminary/final): Continuous assessment (50 points/percent): Power-point presentation of a selected topic (theory + research findings) (35 points) Practical teaching task(s) focused on a selected topic (10 points) Preparing a case study focused on a selected topic (5 points) The essential condition for taking a final test is obtaining at least 50% of the continuous assessment (25 points). Final assessment (50 points/percent): Final test (50 points)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students are proficient in the basic content, methodology, and epistemology of linguodidactics, they are familiar with various sources of knowledge (relevant professional literature, domestic and international research in the field), and are familiar with the broader cultural, intercultural, and social contexts; students know the complete theoretical background and are able to apply innovative and alternative methods of teaching English in groups of pupils with special educational needs (dyslexia, dysgraphia, autism spectrum disorders, ADHD). Students know the strategies for using literary text in the EFL teaching and know how to incorporate different communication media forms into teaching. Students know the methodology of research in education and other relevant sciences.
Skills:
Students are able to analyse and evaluate educational programs according to the conditions of a specific educational environment (constructivism, cooperative teaching); they have developed skills to apply the acquired theoretical knowledge in pedagogical practice, to propose and evaluate solutions to educational problems (through case studies); students are familiar and are able to work

with linguistic literature, which they can critically analyse and process; they can linguistically analyse authentic English texts used in English language teaching in different types of schools and reveal their linguistic potential; students can actively use different ways of working with literary texts in English language teaching; students can observe, critically analyse and review the latest trends and approaches, which they can discuss and in a group and implement them in their pedagogical activities; students can analyse, evaluate and create teaching materials reflecting the specific teaching objective, conditions and characteristics of a particular educational context; students know how to use information and communication technologies in EFL teaching.
Competences:
Students have adequately developed analytical-critical and pedagogical-psychological-linguistic thinking, which allows them to use the acquired knowledge for didactic purposes as well as for their personal, professional and social development; students have developed personal and affective prerequisites for a humanistic approach to learners and the teaching process (self-confidence, assertiveness, empathy, flexibility, tolerance, ability to reveal and respect individual characteristics of pupils, etc.); students are able to make independent decisions and responsibly solve problems related to the implementation of foreign language teaching at the appropriate level of education (ISCED1 – ISCED3) and the appropriate language level of students (A1 – B2 according to CEFR) reflecting social and ethical responsibility in decision-making and acting in accordance with professional ethics; students are able to communicate effectively, argue, cooperate and solve case studies, assigned problem tasks in a team; students have developed autonomy, responsibility for their further professional development; students know how to use information and communication technologies in foreign language education, in professional and broader social communication as well as in their further education; students are able to communicate about the possibilities of making foreign language education more effective, they are involved in professional life in foreign language education.

Class syllabus:
Course contents:
Main themes of the course:
Validity and reliability of testing language resources and skills; critical thinking and critical reading (I.N.S.E.R.T method); accuracy and fluency in developing speaking skills and teacher‘s questions; developing writing skills (academic and creative writing); use of songs, literary texts, authentic materials and digital technology in English language teaching; constructivism in the language classroom, cooperative learning in the language classroom; teaching English to groups of students with special educational needs (dyslexia, dysgraphia, dysorthography, autism spectrum disorders; ADHD)
Through the above course content and the use of the above methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the bachelor’s degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:
Compulsory readings:
ALJOHANI, M. (2017). Principles of “Constructivism” in Foreign Language Teaching. Journal of Literature and Art Studies, Vol. 7, No. 1, pp. 97–107. [online]
http://www.davidpublisher.com/Public/uploads/Contribute/583d2297ba95a.pdf
DAVIDSON, N. and MAJOR, C. H. (2014). Boundary crossings: Cooperative learning, collaborative learning, and problem-based learning. Journal on Excellence in College Teaching, 25 (3&4), pp. 7–55. [online]
https://northweststate.edu/wp-content/uploads/files/BoundaryCrossings.pdf

NIJAKOWSKA, J. et al. (2016). Dyslexia for Teachers of English as a Foreign Language. Łódź: University of Łódź, Poland. [online]
http://dystefl2.uni.lodz.pl/wp-content/uploads/DysTEFL2-booklet.pdf
UR, P. (2012). A Course in English Language Teaching. Cambridge University Press.
Recommended readings:
BROWN, H. D. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.
HARMER, J. (2007). The Practice of English Language Teaching. 4th edition. Harlow: Pearson Education Ltd.
SCRIVENER, J. (2005). Learning Teaching. Oxford: Macmillan.
ŠIPOŠOVÁ, M. and JURÍKOVÁ, I. (2021). Výučba gramatiky angličtiny na úrovni A2 u#žiakov s#dyslexiou. Bratislava: UK v#Bratislave. [online]
https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kajl/AFX7_Vyucba_gramatiky_AJ_na_urovni_A2_u_ziakov_s_dyslexiou_Siposova_Jurikova.pdf

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 262

A	ABS	B	C	D	E	FX
27,1	0,0	26,72	19,47	17,94	6,87	1,91

Lecturers: doc. PaedDr. Martina Šipošová, PhD., PaedDr. Eva Smetanová, PhD.

Last change: 14.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde018/22	Didactics of English Language for Young Learners

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, continuous home preparation = 17 hours, creating a lesson plan, including also preparation for its demonstration = 6 hours, creating a lesson plan focused on the use of the Jolly Phonics method = 4 hours, creating a project proposal for primary school pupils = 5 hours, creating a lesson with modified activities for dyslexic pupils = 4 hours, creating an information leaflet for parents = 3 hours, preparing for the final test = 14 hours
Teaching methods:
Brief explanation of the subject matter, problem-solving tasks and assignments, dialogic methods (debate, discussion, colloquium), brainstorming, mind-maps, role-plays, case studies

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (60%):
Creation of a lesson plan (18 points)
Creation of a lesson plan focused on the use of the Jolly Phonics method (11 points)
Creation of a project proposal for primary school pupils (13 points)
Creation of a lesson plan with modified activities for dyslexic pupils (10 points)
Creation of an information leaflet for parents (8 points)
The final assessment is subject to a minimum of 60% of the points from the Continuous assessment (= 36 points).
Final assessment (40%):
Final test (40 points)
Grading:

100–95% A, 94 – 90% B, 89 – 85% C, 84 – 80% D, 79 – 75% E, 74–0% FX
Grade A (excellent performance): The student can independently create his/her own lesson plan, create a lesson plan with elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with modified activities for dyslexic learners, create an information leaflet for parents.
Grade B (very good): The student, with minimal help from the teacher, is able to create his/her own lesson plan, create a lesson plan with elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with modified activities for dyslexic learners and create an information leaflet for parents.
Grade C (good): The student, with the help of the teacher, can create, but with minor errors a lesson plan, create a lesson plan with elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with several modified activities for dyslexic learners, create an information leaflet for parents.
Grade D (satisfactory): The student, only with intensive help from the teacher and various errors, can create a lesson plan, can create a lesson plan with elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with several modified activities for dyslexic learners and create an information leaflet for parents.
Grade E (sufficient): The student can only partially create a lesson plan and only with support and intensive help from the teacher, the student can create a lesson plan with only minimal elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with only a small number of modified activities for dyslexic learners and with several weaknesses, the student can create an information leaflet for parents.
Scale of assessment (preliminary/final): Continuous assessment (60%): Creation of a lesson plan (18 points) Creation of a lesson plan focused on the use of the Jolly Phonics method (11 points) Creation of a project proposal for primary school pupils (13 points) Creation of a lesson plan with modified activities for dyslexic pupils (10 points) Creation of an information leaflet for parents (8 points) The final assessment is subject to a minimum of 60% of the points from the Continuous assessment (= 36 points). Final assessment (40%): Final test (40 points)

Learning outcomes:
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- The student knows the theoretical principles of designing and planning the teaching of English in primary education, knows the principles of the learner-centred approach and understands their relevance for making learning and teaching English more effective in primary education.
- The student is familiar with the methods used for teaching foreign languages and methods applied when teaching English in primary education, the student knows and can apply innovative and alternative methods of teaching English when teaching learners with special educational needs in primary education.
Skills:
- The student is familiar with relevant didactic publications and materials, can analyse and select them, can analyse and evaluate educational programmes, create a lesson plan by applying innovative methods of English language teaching suitable for pupils in primary education and can use ICT when teaching English in primary education.
- The student can apply the acquired theoretical knowledge when solving didactic assignments and problem solving tasks.
Competences:

- The student has adequately developed analytical, critical and pedagogical thinking, adequately developed presentation and argumentation skills.
- The student is able to cooperate and in a team, he/she is able to solve didactic tasks of different kinds.

Class syllabus:

Course contents:

Main themes of the course:

Developmental characteristics of pupils in the middle childhood; learning theories; ISCED 1- through brainstorming students present their views on teaching pupils in primary education and learning theories, become familiar with ISCED 1, justify the appropriateness of the chosen methods by solving case studies.

Developing language skills and acquiring language means in English by pupils in the primary education; developing literacy skills, Jolly Phonics method - through brainstorming and mind maps students summarise their knowledge regarding teaching language means and language skills, they discuss the differences between the orthographic system of the Slovak and English language and its impact on reading and writing in English. Through videos, they are introduced to Jolly Phonics method and the multisensory approach applied in teaching reading.

Teaching English in relation to other subjects, CLIL; project method in teaching English in primary education - students will evaluate the possibilities of using cross-curricular links in English lessons, they will become familiar with ISCED1 and design a project focused on the use of cross-curricular links, which might be implemented by pupils when dealing with that particular topic.

Developing learning strategies; development of teaching materials, use of ICT, teaching English to learners with SEN – students will discuss the possibilities of developing the basics of effective learning strategies by both intact learners and learners with special educational needs and create a lesson plan with modified activities for learners with dyslexia.

Cooperation between the school and the learner's family, communication between the English language teacher and the learner's parents - through role-plays, students will try to solve certain situations, analyse their "performance" and discuss alternative ways of solving the problems.

Recommended literature:

Compulsory readings:

CAMERON, L. (2010). Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

HANKEROVÁ, K. and ŠIPOŠOVÁ, M. (2021). Dyslexia and the English Classroom. What EFL Teachers Need to Know. Bratislava: Z-F Lingua.

LOJOVÁ, G. and STRAKOVÁ, Z. (2012). Teoretické východiská vyučovania angličtiny v#primárnom vzdelávaní. Bratislava: Univerzita Komenského v#Bratislave.

LOJOVÁ, G. (2019). Učme cudzí jazyk efektívnejšie. Prístup zameraný na žiaka. Bratislava: Univerzita Komenského v#Bratislave.

State educational programme, primary education

WERNHAM, S and LLOYD, S. (2010). Phonics Teacher‘s Book. UK: Jolly Learning Ltd.

Recommended readings:

KONČEKOVÁ, Ľ. (2010). Vývinová psychológia. Prešov: Vydavateľstvo Michala Vaška.

LOJOVÁ, G., VLČKOVÁ, K. (2011). Styly a#strategie učené ve výuce cizích jazyků. Praha: Portál.

PHILIPS, D. (1999). Projects with young learners. Oxford University Press.

POKRIVČÁKOVÁ et al. (2015). Teaching Foreign Languages to Learners with Special Educational Needs (e-textbook for foreign language teachers). Nitra: Univerzita Konštantína Filozofa v#Nitre.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 113

A	ABS	B	C	D	E	FX
34,51	0,0	20,35	15,93	13,27	10,62	5,31

Lecturers: PaedDr. Eva Smetanová, PhD.

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KAJL/M-ANGšt010/16	**Course title:** Didactics of English language and literature
Number of credits: 3	
Educational level: II.	

Course requirements:

Course condition requirements:

The State Examination in Didactics of English Language and Literature, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 of the Study Regulations of the Faculty of Education, Comenius university, and the Internal Regulation No.5/2021 of the Study Regulations of Comenius University.

A student may take the state examination (a) after obtaining at least such number of credits for the completed courses which, after adding the credits for the successful completion of state exam, would meet the minimum credit requirements (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, except for the state examination, and (c) without disciplinary proceedings being conducted against him/her. The student receives 3 credits for successful completion of the state examination in didactics of English language and literature.

Assessment

According to the Internal Quality Assurance System for Higher Education of the Comenius University, the student shall be evaluated in particular on the demonstration of the ability to integrate the knowledge, skills and competences specified in the graduate's profile.

The overall evaluation of the student's oral exam is a combination of the partial evaluations of the oral exams from the individual subject of the state examination and reflects the overall level of the student's insight in the field, the ability to synthesize and correlate knowledge, critically analyse information, apply theoretical knowledge and solve problems. Students are assessed based on the level of their kowledge, skills and competencies relevant for the exam questions in which they are tested.

The assessment is awarded on a scale:

A (excellent - outstanding),

B (very good - above average standard),

C (good - normal reliable work),

D (satisfactory - acceptable results),

E (satisfactory - results meet the minimum criteria),

Fx (inadequate).

A student is graded FX if he/she has only met the assessment requirements at a level less than 60% of the overall highest possible level of completion of the course requirements for the state examination.

Learning outcomes:

Learning outcomes / objectives and learning outcomes:

The learning outcome is in accordance with the Long-term Plan of the CU/PdF, the mission and strategic objectives of the CU/PdF, in accordance with the description of the field of study, in

accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study plan of the study programme and other relevant documents.

Class syllabus:

The aim of the state examination in didactics of English language and literature is to test the level of knowledge, skills and competences specified in the graduate's profile, with emphasis on the ability to synthesize and practically apply the theoretical didactic knowledge acquired in the previous subjects. Each question is accompanied by a problem task or case study related to the relevant thematic area, where the student demonstrates his/her understanding of causal relationships and contexts, his/her level of flexibility of pedagogical-psychological thinking and the ability to apply theoretical knowledge to solve a specific teaching problem.

The content of the state examination in the didactics of English language and literature is based on the compulsory subjects M-ANGde-002 Didactics of the English Language (profile subject), M-ANGde-004 Current Trends in the Didactics of the English Language, M-ANGde-005 Psychological Aspects of Foreign Language Learning and M-ANGde-018 Didactics of the English Language for Primary Learners. Students can further deepen their knowledge, skills and competences in the offered compulsory elective courses: M-ANGde-029 Didactics of English Language for Pre-primary Learners, M-ANGde-030 Didactics of Grammar and M-ANGde-021 Didactics of English Language for Adults.

Students will present their knowledge, skills, competences as well as the level of communicative competence in English through a guided discussion with the members of the committee on various topics which are generated for the student automatically, while in the next part of the discussion the student practically solves an assigned problem or case study related to the respective topic area.

State exam syllabus:

Recommended literature:

The recommended literature is listed in the documentation of the profile subjects.

Languages necessary to complete the course:

English, Slovak

Last change: 09.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde029/22	Didactics of Slovak as a foreign language

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
23 hours of continuous preparation for seminars and presentations;
15 hours of literature study and preparation for the written test.
A total of 60 hours of student work.
Teaching methods: Problem-based learning, explanation, discussion of the topic, interview, problem solving, practical problem solving, e-learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated for a presentation based on the application of theoretical information in the practical solution of a specific didactic problem (60 points) and in the form of a written test at the end of the continuous teaching (40 points). The course is completed with a grade resulting from the continuous assessment of the learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E out of the total number of points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 36 points, continuous assessment: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of Slovak as a foreign language in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge in a convincing manner, can apply it methodologically correctly, professionally, effectively and creatively, adapt and innovate knowledge from the didactics of Slovak as a foreign language and from individual linguistic disciplines in the creative and

independent solution of individual tasks and assignments, also in a broader linguistic and didactic context, excellently supports students in actively acquiring knowledge, skills and competences, the linguistic and stylistic level of his/her speech is excellent, he/she has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good command of the theoretical knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge, is able to apply it methodologically correctly, professionally, efficiently and, for the most part, creatively, adapt and innovate knowledge from didactics of Slovak as a foreign language and from individual linguistic disciplines when independently solving individual tasks and assignments also in broader linguistic and didactic contexts, he supports very well the active acquisition of knowledge, skills and competences by pupils, the linguistic and stylistic level of his speech is very good, he has very well developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good command of the theoretical knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines to the required extent, he/she organises the presented facts appropriately, he/she can methodically apply and adapt the knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines correctly in solving individual tasks and assignments reliably, he/she supports the pupils' active acquisition of knowledge, skills and competences well, he/she has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student possesses the theoretical knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines to the required extent only to a limited extent, shows some deficiencies in the arrangement of facts, can apply the acquired knowledge satisfactorily in the satisfactory solution of individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student possesses the theoretical knowledge of the didactics of Slovak as a foreign language and of individual linguistic disciplines to the required extent only at a minimal level and shows deficiencies in the arrangement of facts, can apply the acquired knowledge only to a minimal extent in solving individual tasks and assignments at a sufficient level, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of didactics of Slovak as a foreign language and of individual linguistic disciplines to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge, cannot solve individual tasks and assignments, cannot further self-study.

Learning outcomes:

The student demonstrates theoretical knowledge of the theory of teaching Slovak as a foreign language. The student is familiar with previous research on Slovak as a foreign language with regard to intra-linguistic, inter-linguistic and extra-linguistic relations. Knows how to name and define specific features of Slovak from the perspective of foreigners. Can explain the description, presentation, learning process and assessment of language competence. Has acquired the communicative skills which are a prerequisite for pupils to acquire communicative competence in Slovak as a foreign language. The acquired theoretical knowledge can be integrated and comprehensively used methodologically correct, professionally, effectively and creatively in teaching Slovak as a foreign language. Can take into account the sociolinguistic and ethno-cultural factors of pupils against the background of similarities and differences with their own language and culture. He/she is familiar with the literature, methodological manuals and textbooks of Slovak as a foreign language. The student has developed critical and creative thinking, analytical,

organisational, interpersonal and communication skills. The student has developed skills in the use and creation of methodological materials, didactic aids and digital technologies. The student has mastered the principles of teaching Slovak as a foreign language with an emphasis on its use in a social context, has the skills and competence to introduce Slovak to foreigners, is able to make available to them the contemporary Slovak language, grammatical system and lexical base of individual communication spheres, depending on the study plan and their motivation. The student has developed the ability to create a stimulating and respectful learning environment. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skill to communicate facts, concepts, and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The student is able to convey information from the didactics of Slovak as a foreign language to the general public and to lay audiences. The student is able to use and creatively apply them in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Slovak language in the European context, ethnolinguistic and areal characteristics, European system of language education.
2. Slovak as a foreign language, specification of the subject, history and current status. Sociolinguistic and ethnocultural aspects.
3. Typological characteristics of Slovak as a foreign language. Methods of teaching Slovak as a foreign language.
4. Communication and its acquisition, communicative competence, communicative barriers and language interference, pragmatic aspects of language communication.
5. Cultural and social specifics of Slovak as a foreign language. Intercultural communication, intercultural competence.
6. Lecturer, his didactic competence and professional-methodological competence.
7. Overview of methodological procedures in the didactics of Slovak as a foreign language, nature and overview of textbooks, grammars and teaching materials.
8. Linguistic content and methods in teaching Slovak as a foreign language, peculiarities of acquiring the sound structure of Slovak.
9. Specifics of acquiring the grammatical and lexical system of Slovak, grammatical and lexical minimum of Slovak for foreigners.
10. Common European Framework of Reference for Languages. Assessment and testing, standardisation and evaluation of language learning, language levels and testing of language competence.
11. Specifics of teaching Slovak as a foreign language at school to pupils from foreign language backgrounds, pupil-foreigner in a Slovak school, pupil placement in a year group, pupil assessment rules.

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will be able to present the linguistic system of Slovak as a foreign language with an emphasis on the specifics of individual language subsystems, he/she will get to know the educational programmes according to the level of advancement and the field of study. The student will acquire knowledge and practical skills in various teaching methods with regard to the addressee, will learn about learning and acquisition styles of a foreign language, will be able to stimulate the development of receptive skills (reading, listening) and productive skills (speaking, writing) in pupils. They will be able to apply methods of developing phonetic competence and

practising the prosodic properties of Slovak, they will be able to recognise forms of practising and consolidating grammatical knowledge, developing lexical vocabulary and ways of explicating new lexis. The student will acquire the peculiarities of linguore, professional communication and access to the historical and cultural realities of Slovakia. The student will understand the importance of the teacher's pedagogical tact, professional competence, as well as intercultural sensitivity as an important part of the development of students' competences. They will be able to apply activation methods of accessing intercultural competence and the methodology of developing communicative skills with regard to the effectiveness of the acquisition of communicative competence. The student will be familiar with the content and structure of textbooks, grammars, manuals for the needs of teaching Slovak as a foreign language. Emphasis will be placed on the content and linguistic appropriateness of the teaching texts with regard to the target group of pupils and the didactic intention. The student will be able to adapt and create his/her own materials and exercises for each level of study, to check and evaluate the pupil's knowledge and skills at an appropriate level. The learner will be familiar with the Common European Framework of Reference for Languages as a basis for language learning and teaching and for the assessment of language competence. Learn the methodology for assessing and testing language proficiency and be able to describe the knowledge and skills of each language level. The student will learn the basic specifics of teaching Slovak as a foreign language in school to pupils from a foreign language background, will be able to work with a foreign pupil in a Slovak school, will learn some specifics of Slovak as a foreign language in a school with another language of instruction. The student will possess professional competences, which are designed to implement new knowledge about the specifics of the linguodidactic concept, which influence the didactic goal, the content of the curriculum and the choice of optimal teaching forms and methods. The student will be able to creatively apply the acquired knowledge in the analysis and use of didactic material, and will learn to use modern teaching methods, forms and means. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes. He/she will be able to use digital technologies in the teaching of didactics of Slovak for foreigners.

Recommended literature:

Compulsory readings:

PEKAROVIČOVÁ, J. 2020. Slovenčina ako cudzí jazyk: predmet aplikovanej lingvistiky. Bratislava: Stimul. 200 s. ISBN 978-80-8127-290-5. (selected chapters)

SEDLÁKOVÁ, M. a kol. 2021. Praktická didaktika slovenčiny ako cudzieho jazyka pre študentov slovakistiky. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach. 193 s. ISBN 978-80-574-0012-7. (selected chapters)

Recommended readings:

BLAŽENCOVÁ, Ľ. 2023. Problematické aspekty vyučovania staršej slovenskej literatúry pre cudzincov. In: Slovenčina (nielen) ako cudzí jazyk v súvislostiach 3: zborník príspevkov venovaných výskumu a výučbe: 1. zväzok. Bratislava: Univerzita Komenského v Bratislave, s. 282 – 299. ISBN 978-80-223-5656-5.

KVAPIL, R. a kol. 2018. Slovenčina ako cudzí jazyk. Príručka pre učiteľov. Bratislava: Metodicko-
-pedagogické centrum v Bratislave. 65 s. ISBN 978-80-565-1440-5. (selected chapters)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
80,0	0,0	20,0	0,0	0,0	0,0	0,0

Lecturers:

Last change: 27.02.2024

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde029/22	Didactics of Slovak as a foreign language

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
23 hours of continuous preparation for seminars and presentations;
15 hours of literature study and preparation for the written test.
A total of 60 hours of student work.
Teaching methods: Problem-based learning, explanation, discussion of the topic, interview, problem solving, practical problem solving, e-learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated for a presentation based on the application of theoretical information in the practical solution of a specific didactic problem (60 points) and in the form of a written test at the end of the continuous teaching (40 points). The course is completed with a grade resulting from the continuous assessment of the learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E out of the total number of points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 36 points, continuous assessment: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of Slovak as a foreign language in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge in a convincing manner, can apply it methodologically correctly, professionally, effectively and creatively, adapt and innovate knowledge from the didactics of Slovak as a foreign language and from individual linguistic disciplines in the creative and

independent solution of individual tasks and assignments, also in a broader linguistic and didactic context, excellently supports students in actively acquiring knowledge, skills and competences, the linguistic and stylistic level of his/her speech is excellent, he/she has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good command of the theoretical knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge, is able to apply it methodologically correctly, professionally, efficiently and, for the most part, creatively, adapt and innovate knowledge from didactics of Slovak as a foreign language and from individual linguistic disciplines when independently solving individual tasks and assignments also in broader linguistic and didactic contexts, he supports very well the active acquisition of knowledge, skills and competences by pupils, the linguistic and stylistic level of his speech is very good, he has very well developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good command of the theoretical knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines to the required extent, he/she organises the presented facts appropriately, he/she can methodically apply and adapt the knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines correctly in solving individual tasks and assignments reliably, he/she supports the pupils' active acquisition of knowledge, skills and competences well, he/she has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student possesses the theoretical knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines to the required extent only to a limited extent, shows some deficiencies in the arrangement of facts, can apply the acquired knowledge satisfactorily in the satisfactory solution of individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student possesses the theoretical knowledge of the didactics of Slovak as a foreign language and of individual linguistic disciplines to the required extent only at a minimal level and shows deficiencies in the arrangement of facts, can apply the acquired knowledge only to a minimal extent in solving individual tasks and assignments at a sufficient level, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of didactics of Slovak as a foreign language and of individual linguistic disciplines to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge, cannot solve individual tasks and assignments, cannot further self-study.

Learning outcomes:

The student demonstrates theoretical knowledge of the theory of teaching Slovak as a foreign language. The student is familiar with previous research on Slovak as a foreign language with regard to intra-linguistic, inter-linguistic and extra-linguistic relations. Knows how to name and define specific features of Slovak from the perspective of foreigners. Can explain the description, presentation, learning process and assessment of language competence. Has acquired the communicative skills which are a prerequisite for pupils to acquire communicative competence in Slovak as a foreign language. The acquired theoretical knowledge can be integrated and comprehensively used methodologically correct, professionally, effectively and creatively in teaching Slovak as a foreign language. Can take into account the sociolinguistic and ethno-cultural factors of pupils against the background of similarities and differences with their own language and culture. He/she is familiar with the literature, methodological manuals and textbooks of Slovak as a foreign language. The student has developed critical and creative thinking, analytical,

organisational, interpersonal and communication skills. The student has developed skills in the use and creation of methodological materials, didactic aids and digital technologies. The student has mastered the principles of teaching Slovak as a foreign language with an emphasis on its use in a social context, has the skills and competence to introduce Slovak to foreigners, is able to make available to them the contemporary Slovak language, grammatical system and lexical base of individual communication spheres, depending on the study plan and their motivation. The student has developed the ability to create a stimulating and respectful learning environment. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skill to communicate facts, concepts, and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The student is able to convey information from the didactics of Slovak as a foreign language to the general public and to lay audiences. The student is able to use and creatively apply them in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Slovak language in the European context, ethnolinguistic and areal characteristics, European system of language education.
2. Slovak as a foreign language, specification of the subject, history and current status. Sociolinguistic and ethnocultural aspects.
3. Typological characteristics of Slovak as a foreign language. Methods of teaching Slovak as a foreign language.
4. Communication and its acquisition, communicative competence, communicative barriers and language interference, pragmatic aspects of language communication.
5. Cultural and social specifics of Slovak as a foreign language. Intercultural communication, intercultural competence.
6. Lecturer, his didactic competence and professional-methodological competence.
7. Overview of methodological procedures in the didactics of Slovak as a foreign language, nature and overview of textbooks, grammars and teaching materials.
8. Linguistic content and methods in teaching Slovak as a foreign language, peculiarities of acquiring the sound structure of Slovak.
9. Specifics of acquiring the grammatical and lexical system of Slovak, grammatical and lexical minimum of Slovak for foreigners.
10. Common European Framework of Reference for Languages. Assessment and testing, standardisation and evaluation of language learning, language levels and testing of language competence.
11. Specifics of teaching Slovak as a foreign language at school to pupils from foreign language backgrounds, pupil-foreigner in a Slovak school, pupil placement in a year group, pupil assessment rules.

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will be able to present the linguistic system of Slovak as a foreign language with an emphasis on the specifics of individual language subsystems, he/she will get to know the educational programmes according to the level of advancement and the field of study. The student will acquire knowledge and practical skills in various teaching methods with regard to the addressee, will learn about learning and acquisition styles of a foreign language, will be able to stimulate the development of receptive skills (reading, listening) and productive skills (speaking, writing) in pupils. They will be able to apply methods of developing phonetic competence and

practising the prosodic properties of Slovak, they will be able to recognise forms of practising and consolidating grammatical knowledge, developing lexical vocabulary and ways of explicating new lexis. The student will acquire the peculiarities of linguore, professional communication and access to the historical and cultural realities of Slovakia. The student will understand the importance of the teacher's pedagogical tact, professional competence, as well as intercultural sensitivity as an important part of the development of students' competences. They will be able to apply activation methods of accessing intercultural competence and the methodology of developing communicative skills with regard to the effectiveness of the acquisition of communicative competence. The student will be familiar with the content and structure of textbooks, grammars, manuals for the needs of teaching Slovak as a foreign language. Emphasis will be placed on the content and linguistic appropriateness of the teaching texts with regard to the target group of pupils and the didactic intention. The student will be able to adapt and create his/her own materials and exercises for each level of study, to check and evaluate the pupil's knowledge and skills at an appropriate level. The learner will be familiar with the Common European Framework of Reference for Languages as a basis for language learning and teaching and for the assessment of language competence. Learn the methodology for assessing and testing language proficiency and be able to describe the knowledge and skills of each language level. The student will learn the basic specifics of teaching Slovak as a foreign language in school to pupils from a foreign language background, will be able to work with a foreign pupil in a Slovak school, will learn some specifics of Slovak as a foreign language in a school with another language of instruction. The student will possess professional competences, which are designed to implement new knowledge about the specifics of the linguodidactic concept, which influence the didactic goal, the content of the curriculum and the choice of optimal teaching forms and methods. The student will be able to creatively apply the acquired knowledge in the analysis and use of didactic material, and will learn to use modern teaching methods, forms and means. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes. He/she will be able to use digital technologies in the teaching of didactics of Slovak for foreigners.

Recommended literature:

Compulsory readings:

PEKAROVIČOVÁ, J. 2020. Slovenčina ako cudzí jazyk: predmet aplikovanej lingvistiky. Bratislava: Stimul. 200 s. ISBN 978-80-8127-290-5. (selected chapters)

SEDLÁKOVÁ, M. a kol. 2021. Praktická didaktika slovenčiny ako cudzieho jazyka pre študentov slovakistiky. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach. 193 s. ISBN 978-80-574-0012-7. (selected chapters)

Recommended readings:

BLAŽENCOVÁ, Ľ. 2023. Problematické aspekty vyučovania staršej slovenskej literatúry pre cudzincov. In: Slovenčina (nielen) ako cudzí jazyk v súvislostiach 3: zborník príspevkov venovaných výskumu a výučbe: 1. zväzok. Bratislava: Univerzita Komenského v Bratislave, s. 282 – 299. ISBN 978-80-223-5656-5.

KVAPIL, R. a kol. 2018. Slovenčina ako cudzí jazyk. Príručka pre učiteľov. Bratislava: Metodicko-
-pedagogické centrum v Bratislave. 65 s. ISBN 978-80-565-1440-5. (selected chapters)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
80,0	0,0	20,0	0,0	0,0	0,0	0,0

Lecturers:

Last change: 27.02.2024

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde001/22	Didactics of Slovak language

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 3 **per level/semester:** 39
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 3 hours per week lecture + seminar, total 33 hours per semester, combined form (primarily in-person)
Student workload: 11 x 3 hours of direct teaching = 33 hours; 20 hours of continuous preparation for the topics of the individual sessions, including analysis of textbooks and educational standards; 17 hours of preparation for the implementation of the lesson and for the creation of a written preparation for it; 50 hours of preparation for the final test in the examination period, including the study of the literature. A total of 120 hours of student work.
Teaching methods: lecture, inductive-generative interview, demonstration and analysis of concrete examples, problem solving, discussion, guided self-study, e-learning

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated continuously on the basis of the implementation of a lesson focused on the assigned topic in a specific grade of primary/secondary school and the creation of a detailed written preparation for this lesson (50 points) and in the exam period in the form of a final test (50 points).
The course is completed with a grade resulting from an interim review of learning outcomes during the instructional portion of that semester of study and a final review of learning outcomes (50/50). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (delivery of the lesson and written preparation for the lesson: less than 30 points; final test: less than 24 points).
The rating is awarded on a scale:
A (100 – 93 %, excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of the Slovak language in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge in a convincing manner, can apply and adapt the knowledge from the didactics of the Slovak language and from individual linguistic disciplines in a methodologically correct,

professional, effective and creative manner, as well as the requirements and information given in pedagogical documents in the preparation and implementation of lessons and in the creative and independent solution of individual tasks and assignments, also in a broader linguistic and didactic context, he excellently supports pupils in actively acquiring knowledge, skills and competences, the linguistic and stylistic level of his speech is excellent, he has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good command of theoretical knowledge of the didactics of the Slovak language and of individual linguistic disciplines to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge, is able to apply and adapt the knowledge of the didactics of the Slovak language and of individual linguistic disciplines in a methodologically correct, professional, effective and mostly creative way, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson as well as in the independent solution of individual tasks and assignments, also in the broader linguistic and didactic context, he supports the active acquisition of knowledge, skills and competences by pupils very well, the linguistic and stylistic level of his speech is very good, he has very well developed skills for independent further self-study;
C (84 – 77 %, good - normal reliable work): good performance: the student has a good command of theoretical knowledge of the didactics of the Slovak language and of individual linguistic disciplines to the required extent, he/she organises the presented facts appropriately, he/she can methodically apply and adapt knowledge from the didactics of the Slovak language and from individual linguistic disciplines correctly, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson and in the reliable solution of individual tasks and assignments, well supports the pupils in the active acquisition of knowledge, skills and competences, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a limited mastery of the theoretical knowledge of the didactics of the Slovak language and of the individual linguistic disciplines to the required extent, shows some deficiencies in the arrangement of facts, is able to apply the acquired knowledge satisfactorily in the preparation and implementation of the lesson as well as in the satisfactory solving of individual tasks and assignments, has an acceptable development of the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student knows the theoretical knowledge of the didactics of the Slovak language and of the individual linguistic disciplines to the required extent only at a minimal level and demonstrates deficiencies in the arrangement of facts, can apply the acquired knowledge only to a minimal extent in the preparation and implementation of the lesson, at a sufficient level solves the individual tasks and assignments, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of the didactics of the Slovak language and of the individual linguistic disciplines to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in the preparation and implementation of the lesson, cannot solve individual tasks and assignments, cannot further self-educate himself/herself.

Learning outcomes:
The student has acquired theoretical knowledge of the didactics of the Slovak language, including professional terminology, knows the content and structure of pedagogical documents, as well as the content and structure of textbooks of the Slovak language for lower and upper secondary education. The student is able to search for necessary information in relevant sources, perceive it in mutual relations and contexts, critically evaluate it, integrate it and comprehensively use it together with the acquired theoretical knowledge of didactics and linguistics in planning, implementing,

analysing and evaluating teaching activities and in creating his/her own teaching materials and aids, resulting in the development of critical and creative thinking, as well as analytical, organisational, interpersonal and communication skills. The student is able to creatively and independently solve problem-solving tasks and assignments also in a broader linguistic and didactic context, and is able to communicate knowledge to professionals and lay audiences. The acquired knowledge and skills can be used and creatively applied in the school environment as a teacher of lower and upper secondary education.

Class syllabus:

1. Theory of Slovak language teaching as a borderline discipline. Slovak language as a teaching subject. Basic pedagogical documents.
2. Preparation of a teacher of Slovak language for teaching, textbooks of Slovak language, didactic aids, information resources.
3. Classification of teaching methods, their modernization. Use of motivational methods in the language component.
4. Use of expositary methods in the language component.
5. The use of fixation methods in the language component. Comprehensive linguistic analysis.
6. Use of diagnostic and classification methods in the language component.
7. Teaching of phonology and spelling - suggestions and practical examples of lessons, their analysis and evaluation.
8. Teaching the lexical subsystem - proposals and practical examples of lessons, their analysis and evaluation.
9. Teaching the morphological subsystem - suggestions and practical examples of lessons, their analysis and evaluation.
10. Teaching the syntactic subsystem - suggestions and practical examples of lessons, their analysis and evaluation.
11. Teaching of style - suggestions and practical examples of lessons, their analysis and evaluation.

Students will acquire knowledge of the didactics of the Slovak language, acquire professional terminology, learn the content and structure of pedagogical documents, especially the educational standards of Slovak language and literature for lower and upper secondary education (performance and content standards in the language component of the subject), as well as the content and structure of textbooks of the Slovak language for lower and upper secondary education. They will learn about different types of motivational, expository, fixation, diagnostic and classification methods, the possibilities of their modernisation and the specifics of their use in different teaching content in the language component of the subject Slovak language and literature. They will be able to apply the acquired theoretical knowledge together with the knowledge from individual linguistic disciplines in designing, implementing, analysing and critically evaluating the teaching of a specific teaching content in a specific year of primary/secondary school with regard to the fulfilment of the objectives and requirements set out in the relevant educational standard in Slovak language and literature. When planning a specific lesson, they will be able to set appropriate objectives and design the course of the lesson in such a way that the methods, organisational forms and activities used lead to their fulfilment, motivate pupils and enable them to actively acquire knowledge and acquire the necessary skills. They will be able to work effectively with the Slovak language textbook and other appropriate teaching aids in meeting the lesson objectives, while also acquiring the ability to create their own teaching materials and aids. They will learn how to transform scientific knowledge from individual linguistic disciplines and how to lead pupils methodologically correctly, professionally, efficiently and creatively to the development of concepts, definitions and rules, to create appropriate conditions for the active acquisition of knowledge, skills and competences and to develop not only subject-specific, but also key competences. Students will also strengthen and develop their communication skills, the ability to interpret facts correctly, to follow the principles of authorial

ethics, to be responsible for the quality of their work and to be actively responsible not only for their own education, but also for the education of others (pupils).

Recommended literature:

Compulsory readings:

BETÁKOVÁ, V. – TARCALOVÁ, Ž. 1984. Didaktika materinského jazyka. Bratislava: SPN. 313 s.

PALENČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J. 2003. Učíme slovenčinu komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo. 222 s. ISBN 801000328X.

Recommended readings:

ELIAŠOVÁ, V. – KOČANOVÁ, M. – LACKO, I. Eds. 2007. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav. 136 s. ISBN 978-80-89225-35-4.

HORVÁTHOVÁ, Ľ. 2022. Hodnotenie a rozvíjanie vedomostí, zručností a nadania žiakov v kontexte pregraduálnej prípravy učiteľov slovenského jazyka a literatúry. Národné merania, predmetová olympiáda, recitačné súťaže, školský časopis a rozhlas [elektronický zdroj]. Bratislava: Univerzita Komenského v Bratislave. 65 s. ISBN 978-80-223-5360-1. (selected chapters)

LIPTÁKOVÁ, Ľ. a kolektív. 2011. Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov: Alldata, v. o. s. 580 s. ISBN 978-80-555-0462-9. (selected chapters)

textbooks of Slovak language for lower and upper secondary education

Educational standards in Slovak language and literature for lower and upper secondary education

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 301

A	ABS	B	C	D	E	FX
35,22	0,0	27,57	21,26	11,3	3,99	0,66

Lecturers:

Last change: 27.02.2024

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde001/22	**Course title:** Didactics of Slovak language

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 3 **per level/semester:** 39
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 3 hours per week lecture + seminar, total 33 hours per semester, combined form (primarily in-person)
Student workload: 11 x 3 hours of direct teaching = 33 hours; 20 hours of continuous preparation for the topics of the individual sessions, including analysis of textbooks and educational standards; 17 hours of preparation for the implementation of the lesson and for the creation of a written preparation for it; 50 hours of preparation for the final test in the examination period, including the study of the literature. A total of 120 hours of student work.
Teaching methods: lecture, inductive-generative interview, demonstration and analysis of concrete examples, problem solving, discussion, guided self-study, e-learning

Number of credits: 4

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated continuously on the basis of the implementation of a lesson focused on the assigned topic in a specific grade of primary/secondary school and the creation of a detailed written preparation for this lesson (50 points) and in the exam period in the form of a final test (50 points).
The course is completed with a grade resulting from an interim review of learning outcomes during the instructional portion of that semester of study and a final review of learning outcomes (50/50). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (delivery of the lesson and written preparation for the lesson: less than 30 points; final test: less than 24 points).
The rating is awarded on a scale:
A (100 – 93 %, excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of the Slovak language in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge in a convincing manner, can apply and adapt the knowledge from the didactics of the Slovak language and from individual linguistic disciplines in a methodologically correct,

professional, effective and creative manner, as well as the requirements and information given in pedagogical documents in the preparation and implementation of lessons and in the creative and independent solution of individual tasks and assignments, also in a broader linguistic and didactic context, he excellently supports pupils in actively acquiring knowledge, skills and competences, the linguistic and stylistic level of his speech is excellent, he has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good command of theoretical knowledge of the didactics of the Slovak language and of individual linguistic disciplines to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge, is able to apply and adapt the knowledge of the didactics of the Slovak language and of individual linguistic disciplines in a methodologically correct, professional, effective and mostly creative way, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson as well as in the independent solution of individual tasks and assignments, also in the broader linguistic and didactic context, he supports the active acquisition of knowledge, skills and competences by pupils very well, the linguistic and stylistic level of his speech is very good, he has very well developed skills for independent further self-study;
C (84 – 77 %, good - normal reliable work): good performance: the student has a good command of theoretical knowledge of the didactics of the Slovak language and of individual linguistic disciplines to the required extent, he/she organises the presented facts appropriately, he/she can methodically apply and adapt knowledge from the didactics of the Slovak language and from individual linguistic disciplines correctly, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson and in the reliable solution of individual tasks and assignments, well supports the pupils in the active acquisition of knowledge, skills and competences, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a limited mastery of the theoretical knowledge of the didactics of the Slovak language and of the individual linguistic disciplines to the required extent, shows some deficiencies in the arrangement of facts, is able to apply the acquired knowledge satisfactorily in the preparation and implementation of the lesson as well as in the satisfactory solving of individual tasks and assignments, has an acceptable development of the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student knows the theoretical knowledge of the didactics of the Slovak language and of the individual linguistic disciplines to the required extent only at a minimal level and demonstrates deficiencies in the arrangement of facts, can apply the acquired knowledge only to a minimal extent in the preparation and implementation of the lesson, at a sufficient level solves the individual tasks and assignments, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of the didactics of the Slovak language and of the individual linguistic disciplines to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in the preparation and implementation of the lesson, cannot solve individual tasks and assignments, cannot further self-educate himself/herself.

Learning outcomes:
The student has acquired theoretical knowledge of the didactics of the Slovak language, including professional terminology, knows the content and structure of pedagogical documents, as well as the content and structure of textbooks of the Slovak language for lower and upper secondary education. The student is able to search for necessary information in relevant sources, perceive it in mutual relations and contexts, critically evaluate it, integrate it and comprehensively use it together with the acquired theoretical knowledge of didactics and linguistics in planning, implementing,

analysing and evaluating teaching activities and in creating his/her own teaching materials and aids, resulting in the development of critical and creative thinking, as well as analytical, organisational, interpersonal and communication skills. The student is able to creatively and independently solve problem-solving tasks and assignments also in a broader linguistic and didactic context, and is able to communicate knowledge to professionals and lay audiences. The acquired knowledge and skills can be used and creatively applied in the school environment as a teacher of lower and upper secondary education.

Class syllabus:

1. Theory of Slovak language teaching as a borderline discipline. Slovak language as a teaching subject. Basic pedagogical documents.
2. Preparation of a teacher of Slovak language for teaching, textbooks of Slovak language, didactic aids, information resources.
3. Classification of teaching methods, their modernization. Use of motivational methods in the language component.
4. Use of expositary methods in the language component.
5. The use of fixation methods in the language component. Comprehensive linguistic analysis.
6. Use of diagnostic and classification methods in the language component.
7. Teaching of phonology and spelling - suggestions and practical examples of lessons, their analysis and evaluation.
8. Teaching the lexical subsystem - proposals and practical examples of lessons, their analysis and evaluation.
9. Teaching the morphological subsystem - suggestions and practical examples of lessons, their analysis and evaluation.
10. Teaching the syntactic subsystem - suggestions and practical examples of lessons, their analysis and evaluation.
11. Teaching of style - suggestions and practical examples of lessons, their analysis and evaluation.

Students will acquire knowledge of the didactics of the Slovak language, acquire professional terminology, learn the content and structure of pedagogical documents, especially the educational standards of Slovak language and literature for lower and upper secondary education (performance and content standards in the language component of the subject), as well as the content and structure of textbooks of the Slovak language for lower and upper secondary education. They will learn about different types of motivational, expository, fixation, diagnostic and classification methods, the possibilities of their modernisation and the specifics of their use in different teaching content in the language component of the subject Slovak language and literature. They will be able to apply the acquired theoretical knowledge together with the knowledge from individual linguistic disciplines in designing, implementing, analysing and critically evaluating the teaching of a specific teaching content in a specific year of primary/secondary school with regard to the fulfilment of the objectives and requirements set out in the relevant educational standard in Slovak language and literature. When planning a specific lesson, they will be able to set appropriate objectives and design the course of the lesson in such a way that the methods, organisational forms and activities used lead to their fulfilment, motivate pupils and enable them to actively acquire knowledge and acquire the necessary skills. They will be able to work effectively with the Slovak language textbook and other appropriate teaching aids in meeting the lesson objectives, while also acquiring the ability to create their own teaching materials and aids. They will learn how to transform scientific knowledge from individual linguistic disciplines and how to lead pupils methodologically correctly, professionally, efficiently and creatively to the development of concepts, definitions and rules, to create appropriate conditions for the active acquisition of knowledge, skills and competences and to develop not only subject-specific, but also key competences. Students will also strengthen and develop their communication skills, the ability to interpret facts correctly, to follow the principles of authorial

ethics, to be responsible for the quality of their work and to be actively responsible not only for their own education, but also for the education of others (pupils).

Recommended literature:

Compulsory readings:

BETÁKOVÁ, V. – TARCALOVÁ, Ž. 1984. Didaktika materinského jazyka. Bratislava: SPN. 313 s.

PALENČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J. 2003. Učíme slovenčinu komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo. 222 s. ISBN 801000328X.

Recommended readings:

ELIAŠOVÁ, V. – KOČANOVÁ, M. – LACKO, I. Eds. 2007. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav. 136 s. ISBN 978-80-89225-35-4.

HORVÁTHOVÁ, Ľ. 2022. Hodnotenie a rozvíjanie vedomostí, zručností a nadania žiakov v kontexte pregraduálnej prípravy učiteľov slovenského jazyka a literatúry. Národné merania, predmetová olympiáda, recitačné súťaže, školský časopis a rozhlas [elektronický zdroj]. Bratislava: Univerzita Komenského v Bratislave. 65 s. ISBN 978-80-223-5360-1. (selected chapters)

LIPTÁKOVÁ, Ľ. a kolektív. 2011. Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov: Alldata, v. o. s. 580 s. ISBN 978-80-555-0462-9. (selected chapters)

textbooks of Slovak language for lower and upper secondary education

Educational standards in Slovak language and literature for lower and upper secondary education

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 301

A	ABS	B	C	D	E	FX
35,22	0,0	27,57	21,26	11,3	3,99	0,66

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 27.02.2024

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOšt009/16	**Course title:** Didactics of Slovak language and literature
Number of credits: 3	
Educational level: II.	

Course requirements:

Course completion requirements: The state examination (including the defence of the final thesis) is in accordance with the internal regulation No.1/2020 Study Regulations of the Faculty of Education of Comenius University, as well as with the internal regulation No.5/2021 Study Regulations of Comenius University.

A student may take the state examination (a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of the last state examination, and (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination, and (c) without disciplinary proceedings being conducted against him/her.

At the master's degree level of study, 94 credits must be obtained for the study part of the study programme in the prescribed composition. A further 14 credits shall be obtained for the successful defence of the thesis and 12 credits for the subjects of the state examination.

According to VP 23/2021 Internal Quality Assurance System for Higher Education of the Comenius University in Bratislava, Part Six, Article 56, paragraph 2, the student must demonstrate that he/she has acquired the knowledge and that he/she understands and can apply it. He/she is able to creatively solve problems also in broader contexts related to the given field of study, has developed learning skills, and possesses a high degree of independence and autonomy.

The rating is awarded on a scale:

A (excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of Slovak language and literature in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge in a convincing manner, can methodologically correctly, professionally, efficiently and creatively apply and adapt the knowledge from the didactics of Slovak language and literature and from individual linguistic and literary disciplines, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson as well as in the creative and independent solution of individual tasks and assignments also in the broader linguistic, literary and didactic context, he excellently supports the pupils in the active acquisition of knowledge, skills and competences, the linguistic and stylistic level of his speech is excellent;

B (very good - above average standard): very good performance: The student has a very good command of the theoretical knowledge of the didactics of Slovak language and literature and of the individual linguistic and literary disciplines to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge, is able to apply and adapt the knowledge of the didactics of Slovak language and literature and of the individual linguistic and literary disciplines in a methodologically correct, professional, effective and mostly creative way, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson as well as in the independent solution of individual tasks and assignments, also in the broader linguistic, literary and didactic context, he supports very well the

active acquisition of knowledge, skills and competences by pupils, the linguistic and stylistic level of his speech is very good;
C (good - normal reliable work): good performance: the student has a good command of the theoretical knowledge of the didactics of Slovak language and literature and of the individual linguistic and literary disciplines to the required extent, he/she organises the presented facts appropriately, he/she is able to methodically apply and adapt the knowledge of the didactics of Slovak language and literature and of the individual linguistic and literary disciplines correctly, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson and in the reliable solution of individual tasks and assignments, he supports the pupils' active acquisition of knowledge, skills and competences, the linguistic and stylistic level of his speech is very good;
D (satisfactory - acceptable results): satisfactory performance: the student has a limited mastery of the theoretical knowledge of the didactics of the Slovak language and literature and of the individual linguistic and literary disciplines to the required extent, shows some deficiencies in the arrangement of facts, is able to apply the acquired knowledge satisfactorily in the preparation and implementation of the lesson and in the satisfactory solution of individual tasks and assignments, the linguistic and stylistic level of his/her speech is very good;
E (sufficient - the results meet the minimum criteria): sufficient performance: the student has only a minimum level of theoretical knowledge of the didactics of the Slovak language and literature and of the individual linguistic and literary disciplines and demonstrates deficiencies in the arrangement of facts; he/she can apply the acquired knowledge only to a minimum extent in the preparation and implementation of the lesson; he/she solves individual tasks and assignments to a sufficient level; the linguistic and stylistic level of his/her speech is good;
Fx (insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of the didactics of Slovak language and literature and of the individual linguistic and literary disciplines to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in the preparation and implementation of the lesson, cannot solve individual tasks and assignments.

Learning outcomes:

Learning outcomes are in accordance with the Long-term Plan of the Comenius University/Faculty of Education, the mission and strategic goals of the Comenius University/Faculty of Education, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study programme curriculum and other relevant documents. The student has acquired theoretical knowledge of didactics of Slovak language and literature, including professional terminology, knows the content and structure of pedagogical documents, as well as the content and structure of textbooks of Slovak language, literary education and literature for lower and upper secondary education. He/she is able to perceive the acquired knowledge in mutual relations and contexts, critically evaluate, integrate and comprehensively use it together with knowledge from individual linguistic and literary disciplines in planning, implementing and analysing teaching activities. The student possesses the professional competences that are necessary for transforming and implementing new knowledge from the field into the educational process.

Class syllabus:

Thematic headings
• Basic pedagogical documents. Content and performance educational standard of Slovak language and literature for lower and upper secondary education. Slovak language and literature as a teaching subject, intra-, inter- and inter-subject relations.

• Basic functions in the language and literature component. Application of partial and complex thought operations. Learning content and types of learning in the linguistic and literary component.
• Textbooks of Slovak language, literature education and literature for lower and upper secondary education and other didactic aids and information resources for teaching Slovak language and literature.
• Teaching methods in the language and literature component and their modernisation. Structure of classical and non-traditional lessons. The use of didactic games, creative writing and creative dramatics.
• Question classifications and their use in teaching Slovak language and literature in lower and upper secondary education.
• Pedagogical competences of a teacher of Slovak language and literature. Teacher's preparation for the lesson. Creativity and creative teaching.
• Types of analysis. Comprehensive language analysis.
• Approaches to the literary text in didactic communication. Creative and scholastic interpretation of literary text.
• Written essays, their preparation and evaluation. Rehearsal of oral speeches and their evaluation.
• Reception of the text. Reading, its types and stages. Development of active and discursive reading. Formation of a cultured and sophisticated reader.
Each topic will need to be specified in the design of the teaching activity. The student will comprehensively demonstrate knowledge, skills, and competencies on the state examination according to specific questions from the courses taken.

State exam syllabus:

Recommended literature:
The recommended study literature is listed in the information sheets of the respective courses.

Languages necessary to complete the course:
Slovak

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde021/22	Didactics of Teaching Adult Learners

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Number of hours: 2 per week, 22 per semester
Student workload: 50 hours in total
Direct teaching = 22 h, home preparation for class (revision + homework) = 12 h, preparation of lesson plan = 8 h, teaching sample lesson = 5 h, working on observation files = 2,5 h, preparation for theoretical test = 10 h
Teaching methods:
Monological methods (presentation of the theoretical part of the curriculum), situational methods (case studies according to pre-prepared models), problem-based methods (brainstorming, heuristics, practical implementation of knowledge in the lesson plan and in the lesson itself, guided self-study (home preparation of students, analysis of outputs), dialogical methods (guided conversation on a given topic

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%):
Lesson plan (30%)
Sample lesson (20%)
Theoretical test (50%)
Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX
Class attendance and completion of the continuous assessment tests with any score are prerequisites for the final continuous assessment. The student is allowed to ask for an extra date for the interim assessment tests (if he/she has not attended the assessment for medical or other serious reasons) but is not allowed to re-sit any of the tests.

Grade A (excellent performance): The student is able to independently develop and practically teach the "micro teaching" lesson, compose their his/her own English-language lesson plan aimed at an adult learner, applying innovative teaching methods for the relevant language level according to the CEFR, the student knows the complex theoretical background of methods and theories of foreign language teaching with regard to the characteristics of the subjects of foreign language teaching and the use of a variety of appropriate learning tasks and organizational forms in teaching.
Grade B (very good): The student, with minimal help from the teacher, is able to create and practically teach the "micro teaching" lesson, compose his/her own English lesson plan aimed at an adult student, with the application of innovative teaching methods for the relevant language level according to the CEFR, the student knows several theoretical backgrounds of methods and theories of foreign language teaching with regard to the characteristics of the subjects of foreign language teaching and the use of a variety of appropriate teaching tasks and organizational forms in teaching.
Grade C (good): The student, with the help of the teacher, is able to create and, with minor errors, practically teach the "micro teaching", to compose the English lesson plan aimed at an adult student, with the application of innovative teaching methods for the relevant language level according to the CEFR, the student knows the basic theoretical background of methods and theories of foreign language teaching with regard to the characteristics of the subjects of foreign language teaching and the use of a variety of appropriate teaching tasks and organisational forms in teaching.
Grade D (satisfactory): The student only with the intensive help of the teacher can create an English lesson plan with a focus on the adult learner for the relevant language level according to the CEFR, a part of which can be taught as "micro teaching" lesson. With a greater number of deficiencies, the student will present only partial theoretical knowledge of foreign language teaching, partial characteristics of the subjects of foreign language teaching and the use of a variety of appropriate teaching tasks and organizational forms in teaching.
Grade E (satisfactory performance): The student only with the support and intensive help of the teacher can partially create an English lesson plan aimed at adult learners for the appropriate language level according to the CEFR, a part of which he/she can teach in the "micro teaching". Only with the support of the teacher and with a greater number of shortcomings, the student is able to present only partial knowledge of teaching methods and theories of foreign language teaching, partial knowledge of some basic characteristics of the subjects of foreign language teaching and the use of a variety of appropriate learning tasks and organisational forms in teaching.
Scale of assessment (preliminary/final): Continuous assessment (100%): Lesson plan (30%) Sample lesson (20%) Theoretical test (50%)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills and competences:
Knowledge:
Through the above-mentioned knowledge the student knows the principles of pedagogical diagnostics on andragogical basis, also considering the individual characteristics of adult learners, he/she knows the basic content, methodology and epistemology of didactic disciplines. The student knows the trends in the development of teaching methods and practices, especially with regard to the adult learner. The student knows the theoretical and practical contexts of didactics in the English language, and the principles and importance of the application of digital technologies in foreign language education.
Skills:
The student has developed skills to apply the acquired theoretical knowledge in pedagogical practice, to propose and evaluate solutions to educational problems. The student is able to independently design and implement English language teaching for adult learners, to analyse and

evaluate teaching programmes; to analyse, evaluate and create teaching materials reflecting the teaching objective, conditions, and peculiarities of a particular educational context. The student is able to communicate effectively, has developed presentation and argumentation skills. The student has developed skills to communicate fluently in English in a variety of specific situations at C1 level. The student knows how to use information and communication technologies in English language teaching.
Competences:
The student has adequately developed analytical-critical and pedagogical-psychological-linguistic thinking, which enables him/her to use the acquired knowledge for didactic purposes as well as for his/her personal, professional, and social development. He/she is able to make independent decisions and solve problems responsibly, reflecting social and ethical responsibility. He/she is able to argue, present and defend his/her opinions and attitudes adequately, while accepting and respecting the opinions of others. The student is able to communicate about the possibilities of making foreign language education more effective. They engage in professional life in the field of foreign language education.

Class syllabus:
Course contents:
Main themes of the course:
Teaching AJ to adults abroad and in Slovakia, planning of teaching adults (content, forms and methods of teaching), characteristics of adults as learners, selection and development of teaching materials suitable for adults, organisation of lessons, needs analysis and motivation for learning AJ, assessment of learners, learning styles, learning strategies and their training, autonomous learning and the role of the teacher in teaching adults
Through the above course content and the use of the above methods of education, the student acquires the knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme Teaching of English Language and Literature in Combination.

Recommended literature:
Compulsory readings:
BOJO, P. (2019). Teaching English to Adults. Bratislava: Z-F Lingua.
REPKA, R., PČOLINSKÁ, A. and ŠIPOŠOVÁ, M. (2015). An Introductory Course in English Language Didactics. Bratislava: Z-F Lingua.
Recommended readings:
BROWN, H. D. and LEE, H. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.
HARMER, J. (2007). The Practice of English Language Teaching. 4th edition. Harlow: Pearson Education Ltd.
HARMER, J. (2006). How to Teach English. London: Pearson Education.
PATON, A. and WILKINS, M. (2009). Teaching Adult ESOL: Principles and Practice. New York: Open University Press.
ROGERS, A. (2010). Teaching Adults. New York: Open University Press.
UR, P. (2012) A Course in English Language Teaching. Cambridge University Press.
These resources are available in Slovak libraries and/or bookstores.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
38,89	0,0	27,78	22,22	5,56	0,0	5,56

Lecturers:

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde003/22	Didactics of literature

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 3 **per level/semester:** 39
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 3 hours per week lecture + seminar, total 33 hours per semester, combined form (primarily in-person)
Student workload: 11 x 3 hours of direct teaching = 33 hours; 22 hours of continuous preparation for individual lessons, including the preparation and presentation of partial assignments using modern teaching methods; 15 hours of preparation for the presentation of partial assignments using a predetermined teaching method at a specific stage of the lesson in team teaching; 50 hours of preparation for the final test in the examination period, including the study of the literature. A total of 120 hours of student work.
Teaching methods: lecture, inductive-generative interview, discussion, demonstration and analysis of concrete examples, work with text, problem-based tasks, small group work, guided self-study, e-learning

Number of credits: 4

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• in the mid-term assessment, the development and presentation of assignments using modern teaching methods (30 points) and the development and presentation of assignments using a predetermined teaching method at a specific stage of the lesson in a team-teaching setting (20 points);
• in the examination period, a final test (50 points). The test will assess the degree of mastery of theoretical knowledge and practical skills in the teaching of literature.
The course is completed with an assessment resulting from the continuous monitoring of the learning outcomes during the teaching part of the semester of study and in the examination period (50/50).
To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who achieves less than 60 % of the points for any component of the assessment (assignments using modern teaching methods: less than 18

points; assignments using a predetermined teaching method at a particular stage of the lesson: less than 12 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 – 93 %, excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of literature in the required scope, logically arranges the presented facts flawlessly, is able to critically and independently evaluate the acquired knowledge convincingly, is able to apply, adapt and innovate the knowledge from the didactics of literature and from the individual literary disciplines at an excellent level and methodologically correct, professionally, efficiently and creatively, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson and in the creative and independent solution of individual tasks and assignments also in the broader literary and didactic context, excellently supports the pupils in the active acquisition of knowledge, skills and competences, the linguistic and stylistic level of his speech is excellent, he has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good command of the theoretical knowledge of the didactics of literature and of the individual literary disciplines to the required extent, logically arranges the facts presented with only minor errors, takes a partially critical attitude to the acquired knowledge, is able to apply, adapt and innovate the knowledge of the didactics of literature and of the individual literary disciplines in a reliable and methodologically correct, professional, effective and mostly creative way, as well as the requirements and information given in the pedagogical documents in the preparation and implementation of the lesson and in the creative and independent solution of individual tasks and assignments also in the broader literary and didactic context, supports very well the active acquisition of knowledge, skills and competences by the pupils, the linguistic and stylistic level of his speech is very good, he has very well developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: The student has a good command of the theoretical knowledge of the didactics of literature and of the individual literary disciplines to the required extent, he/she arranges the facts presented appropriately and makes only occasional mistakes, he/she is able to apply and adapt knowledge from the didactics of literature and from the individual literary disciplines in a reliable and methodologically correct way, as well as the requirements and information given in the pedagogical documents in the preparation and implementation of the lesson and in the reliable solution of individual tasks and assignments, well supports the pupils' active acquisition of knowledge, skills and competences, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a limited mastery of the theoretical knowledge of the didactics of literature and of the individual literary disciplines to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working methods in the preparation and implementation of the lesson and in the satisfactory solution of individual tasks and assignments, has an acceptable development of the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student possesses the theoretical knowledge of didactics of literature and of individual literary disciplines to the required extent only at a minimal level and demonstrates significant deficiencies in the arrangement of facts, can apply the acquired knowledge and existing working procedures only to a minimal extent in the preparation and implementation of the lesson, solves individual tasks and assignments at a sufficient level, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of didactics of literature and of individual literary disciplines to the required extent, does not know the facts and their logical connections, cannot

apply the acquired knowledge in the preparation and implementation of the lesson, cannot solve individual tasks and assignments, cannot further self-educate himself/herself.

Learning outcomes:

The student demonstrates theoretical knowledge of didactics of literature, including professional terminology, knows the content and structure of pedagogical documents (educational standard of Slovak language and literature for lower and upper secondary education - performance and content standard in the literary component of the subject), the content and structure of textbooks of literary education for lower secondary education and textbooks of literature for upper secondary education, as well as the process of text reception, types of reading, approaches to literary text in didactic communication, school interpretation of an artistic text, prerequisites for the formation of literary culture and literary competence. The student has developed the ability to actively acquire information in relevant sources, to perceive them in mutual relations and contexts, to critically evaluate them, to integrate and comprehensively use them together with the acquired theoretical knowledge of didactics and the theory and history of literature in the preparation (planning), implementation, analysis and critical evaluation of a literature lesson, as well as in the creation of their own teaching materials and teaching aids. The acquired knowledge and skills can be used methodologically correctly, professionally, effectively, creatively and independently in working with literary text in school practice, with emphasis on intensifying aesthetic sensitivity towards literary text and taking into account the pupil's experiential and cognitive horizon, is able to transform and apply theoretical knowledge from individual literary disciplines in teaching, does not present pupils with ready-made knowledge, but creates appropriate conditions for active acquisition of knowledge, skills and competences and for developing not only subject-specific, but also key competences. The student is also able to actively search for new approaches to the text and is able to implement them in the work with literary text in teaching practice. The student is able to creatively and independently solve problem-solving tasks and assignments also in broader literary and didactic contexts; he/she can communicate facts, concepts and opinions, formulate and defend arguments, creatively and independently apply and interpret them; he/she has developed analytical thinking, creativity and the ability to think abstractly and critically, and to reason in context, as well as digital, organisational, interpersonal and communication skills. Can communicate knowledge to both professional and lay audiences. Can use and creatively apply acquired knowledge and skills in a school environment as a teacher of lower and upper secondary education.

Class syllabus:

1. Basic pedagogical documents, content and objectives of teaching literature and literature education in lower and upper secondary education, textbooks of literature and literature education, didactic aids, information resources and their role in the preparation of the teacher of Slovak language and literature for teaching.
2. Ontogenetic and psychosocial prerequisites for decoding the literary message. The process of text reception. Types of reading.
3. Approaches to the literary text in didactic communication, the importance of the interpretative approach in school literary education. Creative interpretation. School interpretation of an artistic text.
4. Formation of a cultured and cultivated reader.
5. Possibilities of developing pupil's literary competence. Practical examples of the analysis and interpretation of literary texts with emphasis on the development of literary competence of the pupil of lower and upper secondary education.
6. Classification and modernization of teaching methods in the literary component in lower and upper secondary education. The use of didactic play, creative writing, creative dramatics.

7. Use of visualisations and mental mapping, sound tools and project-based learning in the literary component in lower and upper secondary education.
8. Practical examples of the use of motivational methods in the literary component in lower and upper secondary education.
9. Practical demonstrations of the use of expositary methods in the literary component in lower and upper secondary education.
10. Practical demonstrations of the use of fixation methods in the literary component in lower and upper secondary education.
11. Practical demonstrations of the use of diagnostic and classification methods in the literary component in lower and upper secondary education.
The student will master the basic content and objectives of teaching literature education and literature in lower and upper secondary education, will understand the conceptual basis of integrated teaching of Slovak language and literature, will understand the importance of comprehensive development of pupil's competences in the context of transcurricular key competences. The student will learn about literature education and literature textbooks, didactic aids, information resources and their role in the preparation of the teacher of Slovak language and literature for the classroom. The student will become familiar with ontogenetic and psychosocial prerequisites for decoding a literary message, and will understand the process of internalisation and the process of reception of a text. The student will learn both the types of reading and the criteria for selecting an appropriate text for didactic interpretation, which he/she will be able to implement in school practice. The student will be able to explain the need for intensive aesthetic stimuli from age-appropriate literature in a variety of genres in the development of the process of reception of a text. The student will be familiar with the basic characteristics of the interpretive, informational and illustrative approaches and will be able to use them appropriately when working with different types of texts. The student will become aware of the importance of the interpretative approach in school literary education. It will be able to explain literary competence and the literary work as a source of aesthetic experience and literary-communicative activities at the same time. He/she will become familiar with the cognitive and non-cognitive prerequisites for the formation of literary culture, will become aware of the meaning of literature in the human world, the need for stimuli at the right time and in adequate intensity. It will be able to form simple definitions of literary terms and give age-appropriate examples. The student will be familiar with activating methods of introducing and fixing selected concepts. The student will be able to identify and correct the most frequent mistakes in working with text in school practice. The acquired knowledge will be used appropriately when working with selected textual material. The student will be able to perceive, experience, interpret and evaluate an artistic text and use the experience with an artistic text in his/her own individual (reception and production) activity. The acquired knowledge will be creatively applied to activities aimed at intensifying aesthetic sensitivity to the literary text, taking into account the student's experiential and cognitive horizons. He/she will be familiar with the methods of developing the pupil's literary competence and will be able to implement them. The student will be able to creatively apply methods that promote reading appetite (spontaneous childhood desire to read) and will be familiar with such projects. The student will be familiar with methods for developing a cultivated child reader (e.g. from the Reading Room project) and will be able to implement them in literary education and literature lessons. The student will consolidate creative work with a literary text through analysis and interpretation, with an emphasis on developing the literary competence of lower and upper secondary pupils, indicating the potential of tasks set before, during and after reading a text, as well as with regard to pro-social, linguistic, environmental and intercultural education through children's and young people's literature. The student will learn to apply, adapt, innovate and design innovative ways of working with literary texts in lower and upper secondary education, as well as to design, implement, analyse and critically evaluate the teaching of specific curricular content

with a view to meeting the objectives set out in the relevant educational standard, applying the theoretical and analytical-interpretive skills acquired. The student will learn to actively acquire information, consolidate and develop the ability to formulate and defend arguments, communication competences, the ability to interpret facts correctly, to observe the principles of author's ethics, to be responsible for the quality of his/her work, to plan and be actively responsible for his/her own education, as well as for the education of others (pupils), to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy, to use digital technologies in teaching.

Recommended literature:

Compulsory readings:

GERMUŠKOVÁ, M. a kol. 2013. Kapitoly z didaktiky slovenského jazyka a literatúry. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove. 159 s. ISBN 978-80-555-0903-3. (selected chapters)

Recommended readings:

HNÍK, O. 2014. Didaktika literatury: výzvy oboru. Od textů umělecké povahy k didaktice estetickovýchovného oboru. Praha: Karolinum. 180 s. ISBN 978-80-246-2626-0. (selected chapters)

LIPTÁKOVÁ, Ľ. a kol. 2011. Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta. 580 s. ISBN 978-80-555-0462-9. (selected chapters)

PRŠOVÁ, E. 2015. Literárny text v komunikačno-zážitkovom vyučovaní. Banská Bystrica: Univerzita Mateja Bela v Banskej Bystrici. 121 s. ISBN 978-80-557-1052-5. (selected chapters)

ŠRANK, J. 2013. Individualizovaná literatúra. Bratislava: Cathedra. 470 s. ISBN 978-80-89495-12-2. (selected chapters)

ŠRANK, J. 2009. Nesamozrejmá poézia. Bratislava: Literárne informačné centrum. 239 s. ISBN 978-80-89222-73-0. (selected chapters)

VITÉZOVÁ, E. 2021. Moderné metódy vo vyučovaní literatúry I. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave. 102 s. ISBN 978-80-568-0423-0.

textbooks of literature education and of literature for lower and upper secondary education

Educational standards in Slovak language and literature for lower and upper secondary education

O DIEŤATI, JAZYKU, LITERATÚRE. Časopis pre otázky rozvíjania komunikačnej a literárnej kompetencie.

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 299

A	ABS	B	C	D	E	FX
74,25	0,0	19,06	5,35	1,0	0,0	0,33

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde003/22	**Course title:** Didactics of literature
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 3 **per level/semester:** 39 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 3 hours per week lecture + seminar, total 33 hours per semester, combined form (primarily in-person) Student workload: 11 x 3 hours of direct teaching = 33 hours; 22 hours of continuous preparation for individual lessons, including the preparation and presentation of partial assignments using modern teaching methods; 15 hours of preparation for the presentation of partial assignments using a predetermined teaching method at a specific stage of the lesson in team teaching; 50 hours of preparation for the final test in the examination period, including the study of the literature. A total of 120 hours of student work. Teaching methods: lecture, inductive-generative interview, discussion, demonstration and analysis of concrete examples, work with text, problem-based tasks, small group work, guided self-study, e-learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in the class is required to pass the course. Assessment includes: • in the mid-term assessment, the development and presentation of assignments using modern teaching methods (30 points) and the development and presentation of assignments using a predetermined teaching method at a specific stage of the lesson in a team-teaching setting (20 points); • in the examination period, a final test (50 points). The test will assess the degree of mastery of theoretical knowledge and practical skills in the teaching of literature. The course is completed with an assessment resulting from the continuous monitoring of the learning outcomes during the teaching part of the semester of study and in the examination period (50/50). To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who achieves less than 60 % of the points for any component of the assessment (assignments using modern teaching methods: less than 18	

points; assignments using a predetermined teaching method at a particular stage of the lesson: less than 12 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 – 93 %, excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of literature in the required scope, logically arranges the presented facts flawlessly, is able to critically and independently evaluate the acquired knowledge convincingly, is able to apply, adapt and innovate the knowledge from the didactics of literature and from the individual literary disciplines at an excellent level and methodologically correct, professionally, efficiently and creatively, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson and in the creative and independent solution of individual tasks and assignments also in the broader literary and didactic context, excellently supports the pupils in the active acquisition of knowledge, skills and competences, the linguistic and stylistic level of his speech is excellent, he has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good command of the theoretical knowledge of the didactics of literature and of the individual literary disciplines to the required extent, logically arranges the facts presented with only minor errors, takes a partially critical attitude to the acquired knowledge, is able to apply, adapt and innovate the knowledge of the didactics of literature and of the individual literary disciplines in a reliable and methodologically correct, professional, effective and mostly creative way, as well as the requirements and information given in the pedagogical documents in the preparation and implementation of the lesson and in the creative and independent solution of individual tasks and assignments also in the broader literary and didactic context, supports very well the active acquisition of knowledge, skills and competences by the pupils, the linguistic and stylistic level of his speech is very good, he has very well developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: The student has a good command of the theoretical knowledge of the didactics of literature and of the individual literary disciplines to the required extent, he/she arranges the facts presented appropriately and makes only occasional mistakes, he/she is able to apply and adapt knowledge from the didactics of literature and from the individual literary disciplines in a reliable and methodologically correct way, as well as the requirements and information given in the pedagogical documents in the preparation and implementation of the lesson and in the reliable solution of individual tasks and assignments, well supports the pupils' active acquisition of knowledge, skills and competences, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a limited mastery of the theoretical knowledge of the didactics of literature and of the individual literary disciplines to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working methods in the preparation and implementation of the lesson and in the satisfactory solution of individual tasks and assignments, has an acceptable development of the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student possesses the theoretical knowledge of didactics of literature and of individual literary disciplines to the required extent only at a minimal level and demonstrates significant deficiencies in the arrangement of facts, can apply the acquired knowledge and existing working procedures only to a minimal extent in the preparation and implementation of the lesson, solves individual tasks and assignments at a sufficient level, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of didactics of literature and of individual literary disciplines to the required extent, does not know the facts and their logical connections, cannot

apply the acquired knowledge in the preparation and implementation of the lesson, cannot solve individual tasks and assignments, cannot further self-educate himself/herself.

Learning outcomes:

The student demonstrates theoretical knowledge of didactics of literature, including professional terminology, knows the content and structure of pedagogical documents (educational standard of Slovak language and literature for lower and upper secondary education - performance and content standard in the literary component of the subject), the content and structure of textbooks of literary education for lower secondary education and textbooks of literature for upper secondary education, as well as the process of text reception, types of reading, approaches to literary text in didactic communication, school interpretation of an artistic text, prerequisites for the formation of literary culture and literary competence. The student has developed the ability to actively acquire information in relevant sources, to perceive them in mutual relations and contexts, to critically evaluate them, to integrate and comprehensively use them together with the acquired theoretical knowledge of didactics and the theory and history of literature in the preparation (planning), implementation, analysis and critical evaluation of a literature lesson, as well as in the creation of their own teaching materials and teaching aids. The acquired knowledge and skills can be used methodologically correctly, professionally, effectively, creatively and independently in working with literary text in school practice, with emphasis on intensifying aesthetic sensitivity towards literary text and taking into account the pupil's experiential and cognitive horizon, is able to transform and apply theoretical knowledge from individual literary disciplines in teaching, does not present pupils with ready-made knowledge, but creates appropriate conditions for active acquisition of knowledge, skills and competences and for developing not only subject-specific, but also key competences. The student is also able to actively search for new approaches to the text and is able to implement them in the work with literary text in teaching practice. The student is able to creatively and independently solve problem-solving tasks and assignments also in broader literary and didactic contexts; he/she can communicate facts, concepts and opinions, formulate and defend arguments, creatively and independently apply and interpret them; he/she has developed analytical thinking, creativity and the ability to think abstractly and critically, and to reason in context, as well as digital, organisational, interpersonal and communication skills. Can communicate knowledge to both professional and lay audiences. Can use and creatively apply acquired knowledge and skills in a school environment as a teacher of lower and upper secondary education.

Class syllabus:

1. Basic pedagogical documents, content and objectives of teaching literature and literature education in lower and upper secondary education, textbooks of literature and literature education, didactic aids, information resources and their role in the preparation of the teacher of Slovak language and literature for teaching.
2. Ontogenetic and psychosocial prerequisites for decoding the literary message. The process of text reception. Types of reading.
3. Approaches to the literary text in didactic communication, the importance of the interpretative approach in school literary education. Creative interpretation. School interpretation of an artistic text.
4. Formation of a cultured and cultivated reader.
5. Possibilities of developing pupil's literary competence. Practical examples of the analysis and interpretation of literary texts with emphasis on the development of literary competence of the pupil of lower and upper secondary education.
6. Classification and modernization of teaching methods in the literary component in lower and upper secondary education. The use of didactic play, creative writing, creative dramatics.

7. Use of visualisations and mental mapping, sound tools and project-based learning in the literary component in lower and upper secondary education.
8. Practical examples of the use of motivational methods in the literary component in lower and upper secondary education.
9. Practical demonstrations of the use of expositary methods in the literary component in lower and upper secondary education.
10. Practical demonstrations of the use of fixation methods in the literary component in lower and upper secondary education.
11. Practical demonstrations of the use of diagnostic and classification methods in the literary component in lower and upper secondary education.
The student will master the basic content and objectives of teaching literature education and literature in lower and upper secondary education, will understand the conceptual basis of integrated teaching of Slovak language and literature, will understand the importance of comprehensive development of pupil's competences in the context of transcurricular key competences. The student will learn about literature education and literature textbooks, didactic aids, information resources and their role in the preparation of the teacher of Slovak language and literature for the classroom. The student will become familiar with ontogenetic and psychosocial prerequisites for decoding a literary message, and will understand the process of internalisation and the process of reception of a text. The student will learn both the types of reading and the criteria for selecting an appropriate text for didactic interpretation, which he/she will be able to implement in school practice. The student will be able to explain the need for intensive aesthetic stimuli from age-appropriate literature in a variety of genres in the development of the process of reception of a text. The student will be familiar with the basic characteristics of the interpretive, informational and illustrative approaches and will be able to use them appropriately when working with different types of texts. The student will become aware of the importance of the interpretative approach in school literary education. It will be able to explain literary competence and the literary work as a source of aesthetic experience and literary-communicative activities at the same time. He/she will become familiar with the cognitive and non-cognitive prerequisites for the formation of literary culture, will become aware of the meaning of literature in the human world, the need for stimuli at the right time and in adequate intensity. It will be able to form simple definitions of literary terms and give age-appropriate examples. The student will be familiar with activating methods of introducing and fixing selected concepts. The student will be able to identify and correct the most frequent mistakes in working with text in school practice. The acquired knowledge will be used appropriately when working with selected textual material. The student will be able to perceive, experience, interpret and evaluate an artistic text and use the experience with an artistic text in his/her own individual (reception and production) activity. The acquired knowledge will be creatively applied to activities aimed at intensifying aesthetic sensitivity to the literary text, taking into account the student's experiential and cognitive horizons. He/she will be familiar with the methods of developing the pupil's literary competence and will be able to implement them. The student will be able to creatively apply methods that promote reading appetite (spontaneous childhood desire to read) and will be familiar with such projects. The student will be familiar with methods for developing a cultivated child reader (e.g. from the Reading Room project) and will be able to implement them in literary education and literature lessons. The student will consolidate creative work with a literary text through analysis and interpretation, with an emphasis on developing the literary competence of lower and upper secondary pupils, indicating the potential of tasks set before, during and after reading a text, as well as with regard to pro-social, linguistic, environmental and intercultural education through children's and young people's literature. The student will learn to apply, adapt, innovate and design innovative ways of working with literary texts in lower and upper secondary education, as well as to design, implement, analyse and critically evaluate the teaching of specific curricular content

with a view to meeting the objectives set out in the relevant educational standard, applying the theoretical and analytical-interpretive skills acquired. The student will learn to actively acquire information, consolidate and develop the ability to formulate and defend arguments, communication competences, the ability to interpret facts correctly, to observe the principles of author's ethics, to be responsible for the quality of his/her work, to plan and be actively responsible for his/her own education, as well as for the education of others (pupils), to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy, to use digital technologies in teaching.

Recommended literature:

Compulsory readings:

GERMUŠKOVÁ, M. a kol. 2013. Kapitoly z didaktiky slovenského jazyka a literatúry. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove. 159 s. ISBN 978-80-555-0903-3. (selected chapters)

Recommended readings:

HNÍK, O. 2014. Didaktika literatury: výzvy oboru. Od textů umělecké povahy k didaktice estetickovýchovného oboru. Praha: Karolinum. 180 s. ISBN 978-80-246-2626-0. (selected chapters)

LIPTÁKOVÁ, Ľ. a kol. 2011. Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta. 580 s. ISBN 978-80-555-0462-9. (selected chapters)

PRŠOVÁ, E. 2015. Literárny text v komunikačno-zážitkovom vyučovaní. Banská Bystrica: Univerzita Mateja Bela v Banskej Bystrici. 121 s. ISBN 978-80-557-1052-5. (selected chapters)

ŠRANK, J. 2013. Individualizovaná literatúra. Bratislava: Cathedra. 470 s. ISBN 978-80-89495-12-2. (selected chapters)

ŠRANK, J. 2009. Nesamozrejmá poézia. Bratislava: Literárne informačné centrum. 239 s. ISBN 978-80-89222-73-0. (selected chapters)

VITÉZOVÁ, E. 2021. Moderné metódy vo vyučovaní literatúry I. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave. 102 s. ISBN 978-80-568-0423-0.

textbooks of literature education and of literature for lower and upper secondary education

Educational standards in Slovak language and literature for lower and upper secondary education

O DIEŤATI, JAZYKU, LITERATÚRE. Časopis pre otázky rozvíjania komunikačnej a literárnej kompetencie.

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 299

A	ABS	B	C	D	E	FX
74,25	0,0	19,06	5,35	1,0	0,0	0,33

Lecturers: Mgr. Eva Faithová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde023/22	Disorders of child development, learning and behaviour

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites:
100% of the continuous assessment, the course is completed by assessment.
During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the learning outcomes.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks.
For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention.
A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature.
A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but their ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems

in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.
A grade of E means that students fail more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, and fail to think critically, but have mastered most of the theoretical knowledge in the course.

Learning outcomes:
The goal is to familiarize students with the basic classification and manifestations of developmental, behavioral, and learning disorders in childhood and their impact on a child's school functioning. Students will gain a basic understanding of the most General developmental disorders, behavioral and learning disorders occurring primarily in the school-aged child. The ability to navigate the subject matter is essential for future subject specialty teachers at the lower and upper secondary levels, especially in the context of pro-inclusive school policies. They will not only acquire theoretical knowledge, but will also acquire sufficient competence to work with other professionals involved in dealing with developmental, learning and behavioural disorders. It is anticipated that teachers will be confronted with an increasing number of different images of developmental disorders in the years to come, and it is therefore essential to acquire not only the knowledge but also the competences for possible cooperation. Students are familiarised with the issue of normality in child psychology, with the risks of developmental disorders and with international classifications, which will enable them to better understand the origins and manifestations of individual disorders. A good understanding of the subject is a prerequisite for an individualised teacher-pupil relationship with a developmental, learning and behavioural disorder. Such a relationship requires not only empathy, but must also be underpinned by acquired skills. An important goal is to prepare students to participate in the implementation of individual education plans for children with developmental, learning and behavioural disabilities. Most children with developmental, learning and behavioural disorders (with few exceptions) are pupils in mainstream primary schools and it is therefore important that students are able to work competently with the inclusion team, but also with specialists in other fields such as a neurologist, psychologist, speech and language therapist and paediatrician.

Class syllabus:
Brief outline of the course:
1. Introduction to developmental disorders /definition of developmental disorders, precursors of developmental disorders, classification of developmental disorders.
2. Etiology of developmental disorders /pathogenic factors and the complexity of their action, risks in the pre-, peri- and post-natal period, early diagnosis, intervention, stimulation, deprivation/.
3. Psychomotor retardation /general developmental delay/ and mental retardation /intellectual disorders, etiology, classification, possibilities and limitations of intervention.
4. Enuresis, encopresis, tics - psychogenic conditioned disorders in the somatic area. Manifestations, forms, possibilities of intervention.
5. Primary psychogenic communication disorders - barking and mutism /definition, classification, possibilities of intervention/.
6.Pervasive developmental disorders or autism spectrum disorders / autism, Asperger's syndrome, Rett's syndrome, etiology, clinical picture, organization of care.
7. The problem of organicity in child psychology. Cerebral palsy - etiology, clinical picture. Developmental disorder of motor functions.
8. Mild brain dysfunction, present - hyperkinetic syndrome or ADHD
The most significant factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programmes in work with children with specific learning disabilities.

10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.
11.Behavioural disorders, classification, manifestations and intervention options

Recommended literature:

VÁGNEROVÁ, M. (2014). Současná psychopatologie pro pomáhající profese. Praha: Portál, 816 s., ISBN 9788026206965
VÁRYOVÁ, B., ANDREÁNSKA, V. (2016). Vývinové poruchy. In: HERETIK, A. sr., HERETIK, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s .r. o. ISBN 9788089322244

Recommended reading:

BRUNCLÍKOVÁ, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Univerzita Komenského. s 6-13. ISBN 978-80-223-4976-5
BRUNCLÍKOVÁ, Z., ANDREÁNSKA, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského. s. 171-177, ISBN 978-80-223-3483-9BRUNCLÍKOVÁ, Z. (2014). Šikana v integrovanej triede základnej školy. In Inovácie v teórie a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. Bratislava: Iris. s. 461-469. ISBN 978-80-89726-28-8
GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7
GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96.Bratislava: Univerzita Komenského. ISNB 978-80-223-4862-1
POKORNÁ, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Praha: Portál. 339 s. ISBN 978-80-7367-817-3
PUGNEROVÁ, M., KVITOVÁ, J. (2016). Přehled poruch psychického vývinu. Praha: Grada Publishing.
ŘÍČAN, P., KREJČÍŘOVÁ, D. a kol. (2006). Dětská klinická psychologie. 4., přepracované a doplněné vydání. Praha: Grada Publishing. 269 s. ISBN 978-80-2475-4529

periodicals and scientific databases:
PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others

Languages necessary to complete the course:
slovak and czech

Notes:
subject with psychological focus, in the study plan marked *)

Past grade distribution
Total number of evaluated students: 488

A	ABS	B	C	D	E	FX
77,05	0,0	12,91	5,12	1,64	0,82	2,46

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde023/22	**Course title:** Disorders of child development, learning and behaviour
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites: 100% of the continuous assessment, the course is completed by assessment. During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the learning outcomes. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks. For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention. A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature. A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but their ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking. A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems	

in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.
A grade of E means that students fail more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, and fail to think critically, but have mastered most of the theoretical knowledge in the course.

Learning outcomes:
The goal is to familiarize students with the basic classification and manifestations of developmental, behavioral, and learning disorders in childhood and their impact on a child's school functioning. Students will gain a basic understanding of the most General developmental disorders, behavioral and learning disorders occurring primarily in the school-aged child. The ability to navigate the subject matter is essential for future subject specialty teachers at the lower and upper secondary levels, especially in the context of pro-inclusive school policies. They will not only acquire theoretical knowledge, but will also acquire sufficient competence to work with other professionals involved in dealing with developmental, learning and behavioural disorders. It is anticipated that teachers will be confronted with an increasing number of different images of developmental disorders in the years to come, and it is therefore essential to acquire not only the knowledge but also the competences for possible cooperation. Students are familiarised with the issue of normality in child psychology, with the risks of developmental disorders and with international classifications, which will enable them to better understand the origins and manifestations of individual disorders. A good understanding of the subject is a prerequisite for an individualised teacher-pupil relationship with a developmental, learning and behavioural disorder. Such a relationship requires not only empathy, but must also be underpinned by acquired skills. An important goal is to prepare students to participate in the implementation of individual education plans for children with developmental, learning and behavioural disabilities. Most children with developmental, learning and behavioural disorders (with few exceptions) are pupils in mainstream primary schools and it is therefore important that students are able to work competently with the inclusion team, but also with specialists in other fields such as a neurologist, psychologist, speech and language therapist and paediatrician.

Class syllabus:
Brief outline of the course:
1. Introduction to developmental disorders /definition of developmental disorders, precursors of developmental disorders, classification of developmental disorders.
2. Etiology of developmental disorders /pathogenic factors and the complexity of their action, risks in the pre-, peri- and post-natal period, early diagnosis, intervention, stimulation, deprivation/.
3. Psychomotor retardation /general developmental delay/ and mental retardation /intellectual disorders, etiology, classification, possibilities and limitations of intervention.
4. Enuresis, encopresis, tics - psychogenic conditioned disorders in the somatic area. Manifestations, forms, possibilities of intervention.
5. Primary psychogenic communication disorders - barking and mutism /definition, classification, possibilities of intervention/.
6.Pervasive developmental disorders or autism spectrum disorders / autism, Asperger's syndrome, Rett's syndrome, etiology, clinical picture, organization of care.
7. The problem of organicity in child psychology. Cerebral palsy - etiology, clinical picture. Developmental disorder of motor functions.
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The most significant factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programmes in work with children with specific learning disabilities.

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Recommended reading:

BRUNCLÍKOVÁ, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Univerzita Komenského. s 6-13. ISBN 978-80-223-4976-5
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GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7
GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96.Bratislava: Univerzita Komenského. ISNB 978-80-223-4862-1
POKORNÁ, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Praha: Portál. 339 s. ISBN 978-80-7367-817-3
PUGNEROVÁ, M., KVITOVÁ, J. (2016). Přehled poruch psychického vývinu. Praha: Grada Publishing.
ŘÍČAN, P., KREJČÍŘOVÁ, D. a kol. (2006). Dětská klinická psychologie. 4., přepracované a doplněné vydání. Praha: Grada Publishing. 269 s. ISBN 978-80-2475-4529

periodicals and scientific databases:
PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others

Languages necessary to complete the course:
slovak and czech

Notes:
subject with psychological focus, in the study plan marked *)

Past grade distribution
Total number of evaluated students: 488

A	ABS	B	C	D	E	FX
77,05	0,0	12,91	5,12	1,64	0,82	2,46

Lecturers: Mgr. Zuzana Štefanec, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde001/22	Educational diagnostics and evaluation

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
Weighting of interim and final assessment: 50/50 - the course is completed by examination.
During the semester there will be three colloquial midterm evaluations of 10 points each and four midterm assignments of 5b will be worked on. The final exam will be graded 50pts.
Credit will not be awarded to a student who receives less than 5 points on any of the three interim assessments and fails to submit all processed distance assignments for at least a 3b. A minimum of 60% of the course grade is required for successful completion of the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning objectives and outcomes:
- The graduate of the course can react originally, flexibly and fluently to situations that may arise in the teaching process. He/she is able to realistically set the goals and processes of pedagogical diagnosis, while being able to adapt them on the basis of reflection to the educational needs of the pupils.
- It takes a comprehensive approach to pedagogical diagnostics, using both the process of analysis and synthesis in the search for solutions. It uses thinking strategies based on critical appraisal in its decision-making, which relies on facts and clearly formulated information from reliable sources of information.
- He/she is aware of his/her own responsibility and the social and ethical impact of his/her decisions in the process of pedagogical diagnostics. Can make decisions with incomplete information and in the new situations that the teaching process and the current times bring. Is aware of the interdisciplinary scope of pedagogical diagnostics not only in relation to teaching but also in relation to the current needs of society.
- The graduate is able to carry out his/her own microanalysis - reflection of the lesson and take the necessary decisions related to it. He/she is able to carry out action research in the context of teaching.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. He/she can analyse the problem and synthesise new solutions. Actively and flexibly brings new solutions to the assigned task. Can formulate clear conclusions and justifications that can be presented to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.

Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective skills, self-reflection and the perception of self-responsibility with personal decisions.

Class syllabus:

Brief outline of the course:
1. Introduction to educational diagnostics:
- Understanding the purpose and goals of pedagogical diagnosis in the context of effective teaching.
- Opportunities for self-discovery and the importance of teacher self-reflection.
- Basic mind-sets (fixed and growth-oriented) in the context of controlling versus autonomous teaching.
- Pedagogical diagnosis in critical motivational moments of the teaching process.
2. The diagnostic process:
- Diagnostic cycle

- Stages of diagnosis
- Edumetric vs. casuistic approach
- Implicit and explicit diagnosis
- Individual, group diagnosis and diagnosis in relation to the norm.
- Principles of effective pedagogical diagnostics
- Grades, verbal evaluation and feedback
3. Three units in one: the personality of the pupil in pedagogical diagnostics.
- Perception of the personality of the pupil through three interrelated parts: cognitive, affective and (volitional) behavioural.
- Cognitive domain: differentiation of cognitive functions and processes, metacognition and executive functions. Working with the possible contents and contexts of the concepts: knowledge, ability, skill, competence and competence.
- Affective domain: differentiation of affective functions and processes in experiencing (differentiation of emotions and feelings). Working with possible contents and contexts of concepts: attitudes, values, motivational factors.
- Conative area: manifestations of experiencing and thinking in the pupil's behaviour, volitional processes. Work with possible contents and contexts of the concepts: relationship, action, behaviour, group dynamics.
4. Pedagogical diagnostics and the cognitive area of the pupil's personality.
- Overview of basic methods and forms of diagnosis of knowledge and skills.
- Principles of didactic test construction (written versus didactic test and adaptive didactic test).
- Verbal rehearsal versus diagnostic presentation skills.
- Effective feedback versus verbal evaluation.
- Pupil self-assessment
- A global and analytical approach to diagnosis in the cognitive domain.
5. Pedagogical diagnostics and the affective area of the pupil's personality.
- An overview of basic methods and forms of diagnosing student attitudes, values and motivators in school.
- Possibilities of diagnosing attitudinal and value preferences.
- Methods of recognizing the motivating factors (interests, passions, internal goal setting) of the learner.
- Diagnosis of the pupil's learning needs (individual learning preferences).
6. Pedagogical diagnosis and pupil behaviour.
- An overview of basic methods and forms of diagnosing relationships and group dynamics in the classroom.
- Every student-human being has his/her own reasons why he/she behaves the way he/she does (subconscious or conscious)
- Setting and assessing the motivational potential of the activity/task.
- Setting and assessing pupil engagement in relationships with the teacher and in relationships with classmates.
- Working with conflict in the classroom (teacher as a conflict actor and as a facilitator).
- Group dynamics of the classroom and its atmosphere, climate and environment.
7. Thinking strategies and key communication skills of the teacher.
- Rules for effective individual and group observation
- Rules for effective (facilitative) individual and group conversation with pupils.
- Principles of effective conversation with the parent(s) of the pupil.
- Basic teacher thinking strategies needed for effective observation and interviewing.
Colloquial midterm assessment and distance assignments: the student will develop four midterm assignments during the semester (e.g., microanalysis of four different events (video) from the

lesson, didactic test model). They present and discuss their interim assignment in a small group (3-4 students), followed by a class discussion across groups (colloquial interim assessment).
Final evaluation: after each lecture and seminar (including the colloquial mid-term evaluation) the student will make a short reflection (what I found interesting, what I learned, what hindered me, what I need to convey differently) in a simple portfolio. The final assessment is done individually through a short conversation between the teacher and the student, focusing on the student's entries in the portfolio. The student's final evaluation is the result of the student's self-evaluation and feedback from the instructor.

Recommended literature:

Recommended reading:
Compulsory reading:
GAVORA, P. (2010). Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma. 216s. ISBN 978-80-89132-91-1
KURUC, M. (2013). Poruchy správania u detí a adolescentov a ich pedagogická diagnostika. Bratislava: Univerzita Komenského v Bratislave. 65s. CD-Rom. ISBN 978-80-223-3512-6
Recommended reading:
HATTIE, J. (2012). Visible Learning For Teachers: Maximizing impact on Learning. New York: Routledge Taylor & Francis Group, US. 286p. ISBN 978-0-415-69015-7
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Rokus. 370 s., ISBN 978-80-8951-061-0
MERTIN, V., KREJČOVÁ, L. (2016). Metódy a postupy poznávávaní žáka, pedagogická diagnostika. 2. doplnené a aktualizované vydanie. Praha: Wolters Kluwer, CZ. 400s. ISBN 978-80-7552-014-2

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 960

A	ABS	B	C	D	E	FX
84,79	0,0	7,19	3,85	1,98	0,73	1,46

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde050/22	Electronic Literature

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 50 hours in total
Direct teaching = 22 h, reading blogs assigned for each lesson = 7 h, home assignments = 11 h, preparation of final media project with pedagogical application = 10 h
Teaching methods:
Brief overview of genres of electronic literature, creative writing, creative media production, dialogical methods (debate, discussion, colloquium), presentation of own views and experiences related to literary production, self-reflection and self-realization based on literary draft and discussion during lessons, brainstorming, heuristic methods

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course requirements:
Continuous assessment(100 points/percent):
Creation of work during lessons or in preparation for lessons - 30 points
Active participation in discussions - 10 points
Creation of a final media project with pedagogical application - 60 points
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
Grade A (excellent): The student has an in-depth knowledge of the overview of genres of experimental literature, knows the specifics of experimental literature in individual historical periods and can reconstruct them in relation to the present, can independently create simple works on a given topic or genre, can apply his/her creativity to the creation of a media text and present his/her creation to the class, can take an appropriate stance on the works of others, can create a full-

fledged media project and incorporate it into the curriculum, has a broad knowledge of how to use a media text using appropriate methods to teach English to an age-appropriate grade level.
Grade B (very good): The student is mostly proficient in an overview of experimental literature genres, knows the major specifics of experimental literature in each historical period and can reconstruct them in light of the present, can create simple works on a given topic or genre with minimal assistance, can apply his/her creativity to the production of a media text and present his/her work to the class with minimal support, can take an appropriate stance on the work of others, is mostly able to create a full-fledged media project and integrate it into the curriculum, has sufficient knowledge to use a media text using appropriate methods to teach English to an age-appropriate grade level.
Grade C (good): The student knows the basic overview of the genres of experimental literature, knows the basic specifics of experimental literature in individual historical periods and can reconstruct them in relation to the present, can create simple works on a given topic or genre with more help, can apply his/her creativity to the production of a media text and present his/her work to the class with more support, can only partially take a stand on the works of others, is largely able to create a full media project and integrate it into the curriculum, has the basic knowledge to use a media text to teach English for an age-appropriate grade level by using appropriate methods.
Grade D (satisfactory): The student is proficient in some genres of experimental literature, knows some of the specifics of experimental literature in particular historical periods and can reconstruct them in relation to the present, can create simple works on a given topic or genre with great help, can apply his/her creativity to the production of a media text and present his/her creation to the class in consultation with the teacher, has only a sporadic opinion on the works of others, with a great deal of help is able to create a full-fledged media project and incorporate it into the curriculum, has a certain amount of knowledge to use the media text to teach English at an age-appropriate level by using appropriate methods.
Grade E (sufficient): The student knows a minimal amount of experimental literature genres, knows only partial specifics of experimental literature in particular historical periods and has difficulty reconstructing them in relation to the present, can produce simple works on a given topic or genre only with teacher support, can apply his/her creativity to the production of a media text and present his/her creation to the class after extensive consultation with the teacher, has no opinion on the works of others, with substantial support from the teacher is able to create a full-fledged media project and incorporate it into the curriculum, has some knowledge to use some methods to teach English language to the appropriate age level using a media text
Scale of assessment (preliminary/final): Continuous assessment(100 points/percent): Creation of work during lessons or in preparation for lessons - 30 points Active participation in discussions - 10 points Creation of a final media project with pedagogical application - 60 points

Learning outcomes:
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students are familiar with the basic works and genres of electronic and experimental literature written in the 20th century. Students understand the basic possibilities of using their creative potential in text production, students understand the role and significance of media works in a cultural and literary-theoretical context, they know the principles, meaning and possibilities of applying digital technologies in foreign language education, they know the strategies for using literary text in the pedagogical process and know how to incorporate its various media forms into teaching.
Skills:

Students are able to analyse works and the context in which they were written, and are able to use works appropriately in relation to instructional objectives to show elementary and middle school students the diversity of literary expression and thereby enable them to self-reflect, students can appropriately apply a creative approach to the text as an innovative, student-centred teaching method in an English language lesson plan for any selected ISCED and the relevant language level according to the CEFR, using a variety of appropriate learning tasks and organisational forms of teaching, students have developed broader analytical skills, can discuss independently, in pairs and in groups, have developed interpretive-analytical skills when working with literary works, know how to use information and communication technologies in English language teaching.
Competences:
Students are able to argue, present and defend their opinions and points of view, are able to critically approach media texts and think critically about basic psychological, social and cultural issues that are transcribed not only into their own experience, but also into their position as a competent, knowledgeable, perceptive and understanding teacher for primary and secondary education in the country.

Class syllabus:

Course contents:
Main themes of the course:
What is electronic literature? What is the function of poetry? Experimental Directions. Genres and remixes. Oulipo, combinatorial poetry. Visual poetry, collage. Sound poetry. Charts, diagrams, Fluxus. Kinetic poetry, video-poetry. Poetry in social media. Hypertextual literature. Fragmented literature.
Through the above mentioned course content and using the mentioned methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching English Language and Literature in Combination.

Recommended literature:

Compulsory readings:
Blog www.nmlit.tumblr.com
Blog www.nmsylaby.tumblr.com
HAYLES, N. K. (2008). Electronic Literature: New Horizons for the Literary. Notre Dame: University of Notre Dame. Introduction. https://eliterature.org/pad/elp.html.
HUSÁROVÁ, Z. (2012). A method of teaching multimodal creative writing. In: Studies in Foreign Language Education No. 4, pp. 113–132.
McCAFFERY, S. and NICHOL, BP. (1978). Soundpoetry: A#Catalogue. Toronto: Underwhich Editions.
https://monoskop.org/images/f/f0/
McCaffery_Steve_bpNichol_eds_Sound_Poetry_A_Catalogue.pdf.
Recommended literature:
FLORES, L. (2021). Third-Generation Electronic Literature. In: Grigar, D. and O'Sullivan, J., eds. Electronic Literature as Digital Humanities. New York: Bloomsbury Academic. pp. 26–43. https://www.bloomsburycollections.com/book/electronic-literature-as-digital-humanities-contexts-forms-practices.
SEICA, A. (2021). Kinetic Poetry. In: Grigar, D. and O'Sullivan, J., eds. Electronic Literature as Digital Humanities. New York: Bloomsbury Academic. pp. 173–202. https://www.bloomsburycollections.com/book/electronic-literature-as-digital-humanities-contexts-forms-practices.

Languages necessary to complete the course:

English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 65

A	ABS	B	C	D	E	FX
36,92	0,0	32,31	16,92	7,69	4,62	1,54

Lecturers:

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde002/22	English Language Didactics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: L+S
Teaching method: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, continuous home study = 11 hours, designing and preparing a lesson plan = 8 hours, microteaching preparation = 4 hours, writing a seminar paper = 4 hours, home study for the final theoretical test = 26 hours
Teaching methods:
Brief explanation of the material, brainstorming and problem solving tasks and assignments, dialogical methods (debate, discussion, colloquium), simulation, analysis of teaching materials and video recordings, presentation of students' own views based on introspective analysis of their own (pedagogical) experiences, guided self-study

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (40 points/percent):
Designing a lesson plan (20 points)
Analysis of selected teaching materials and video-recordings (10 points)
Seminar paper (10 points)
The essential condition for taking a final test is obtaining at least 60% of the continuous assessment (24 points).
Final assessment (60 points/percent):
Final test (60 points)
Course evaluation:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX

Grade A (excellent - outstanding results): The student can independently create his/her own English language lesson plan by applying innovative student-centred teaching methods for the specified ISCED and the relevant language level according to the CEFR, comprehensively knows all the principles of teaching language resources and skills with regard to the characteristics and peculiarities of the subjects of foreign language teaching, comprehensively knows the possibilities of application of different types of authentic materials and modern technologies in teaching.
Grade B (very good - above average standard): The student, with minimal help from the teacher, is able to create his/her own English lesson plan by applying innovative student-centred teaching methods for the specified ISCED and the relevant language level according to the CEFR, is familiar with several principles of teaching language resources and skills with regard to the characteristics and peculiarities of the subjects of foreign language teaching, is well aware of the possibilities of applying different types of authentic materials and modern technologies in teaching.
Gra C (good - normal reliable work): The student, with the help of the teacher, is able to create an English lesson plan by applying innovative student-centred teaching methods for the specified ISCED and the relevant language level according to the CEFR, knows the basic principles of teaching language resources and skills with regard to the characteristics and peculiarities of the subjects of foreign language teaching, knows the basic possibilities of application of some types of authentic materials and modern technologies in teaching.
Grade D (satisfactory - acceptable results): The student, only with the intensive help of the teacher, is able to create an English lesson plan for the specified ISCED and the corresponding language level according to the CEFR, partially knows the principles of teaching language resources and skills with regard to the basic characteristics of the subjects of foreign language teaching, partially knows the basic possibilities of application of some types of authentic materials and modern technologies in teaching.
Grade E (satisfactory - results meet the minimum criteria): The student only with the support and intensive help of the teacher can partially create an English lesson plan for the specified ISCED and the relevant language level according to the CEFR, partially knows only some of the principles of teaching language resources and skills, partially knows some of the basic characteristics of the subjects of foreign language teaching, partially knows the basic possibilities of application of some types of authentic materials and modern technologies in teaching.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Designing a lesson plan (20 points) Analysis of selected teaching materials and video-recordings (10 points) Seminar paper (10 points) The essential condition for taking a final test is obtaining at least 60% of the continuous assessment (24 points). Final assessment (60 points/percent): Final test (60 points)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students know the theoretical principles of designing and planning teaching in primary, lower and upper secondary education (ISCED 1 – ISCED3); they know the theoretical and practical aspects of English language didactics (teaching language skills and language means) reflecting the pedagogical-psychological and social-psychological and developmental-psychological specificities of the learner; know and are able to apply innovative and alternative English language teaching methods; know the principles, meaning and possibilities of the application of digital technologies in foreign language teaching and understand their importance for the effectiveness of EFL teaching and learning.
Skills:

Students are able to independently design and carry out EFL teaching taking into account a learner-centred approach at each level of education (ISCED 1 – ISCED3) and relevant language levels (A1 – B2 according to CEFR), flexibly and creatively adapting curriculum requirements to the specific conditions of learners, classrooms and types of school; students are able to analyse, evaluate and create teaching materials reflecting the respective language level, teaching objective, conditions and peculiarities of the specific educational context; students are oriented in the professional linguodidactic literature, they are able to follow, critically analyse and review the latest trends and creatively implement them in their pedagogical activities; students are familiar with the ways of using information and communication technologies in EFL teaching.
Competences:
Students have adequately developed analytical-critical and pedagogical-psychological-linguistic thinking, which allows them to use the acquired knowledge for didactic purposes as well as for their personal, professional and social development; students have developed personal and affective prerequisites for a humanistic approach to learners and the teaching process (self-confidence, assertiveness, empathy, flexibility, tolerance, the ability to diagnose and respect individual personalities of learners, etc.); students are able to make independent decisions and responsibly solve problems related to the implementation of foreign language education at the appropriate level of education (ISCED1 – ISCED3) and the appropriate language level of learners (A1– B2 according to CEFR) reflecting social and ethical responsibility in decision-making and acting in accordance with professional ethics; students are able to communicate effectively, argue, cooperate and solve the assigned problem-solving tasks in a team; students are able to communicate about the possibilities of improving the effectiveness of foreign language education in Slovakia.

Class syllabus:

Course contents:
Teaching language means (grammar, vocabulary, pronunciation); teaching receptive and productive language skills (listening, reading, speaking, writing); models for integrating language skills; developing interaction, communication and teacher questioning in foreign language education; testing and assessment in foreign language education; developing intercultural awareness; use of authentic materials and ICT in English language teaching
Through the above course content and the use of the above methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching English Language and Literature in Combination.

Recommended literature:

Compulsory readings:
REPKA, R. and ŠIPOŠOVÁ, M. (2016). Communicative Approach and the Teaching of English Language Means to Slovak Learners. Bratislava: Z-F Lingua.
REPKA, R. and ŠIPOŠOVÁ, M. (2017). The Teaching of Communicative Skills to Slovak English Learners. Bratislava: Z-F Lingua.
UR, P. (2012). A Course in English Language Teaching. Cambridge University Press.
Recommended readings:
BROWN, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition. White Plains, NY: Pearson Education.
BROWN, H. D. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.
HARMER, J. (2007). The Practice of English Language Teaching. 4th edition. Harlow: Pearson Education Ltd.
SCRIVENER, J. (2005). Learning Teaching. Oxford: Macmillan.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 284

A	ABS	B	C	D	E	FX
10,56	0,0	18,66	17,25	18,31	28,17	7,04

Lecturers: doc. PaedDr. Martina Šipošová, PhD.

Last change: 14.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde001/22	English Lexicology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person, combined
Number of hours per week: 2
Number of hours per semester: 22
Student workload: 75 hours in total
Direct teaching = 22 h, continuous out-of-class preparation (revising + homework) = 11 h, mid-term practical test = 17 h, final practical test = 12 h, final theoretical test = 13 h
Teaching methods:
Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena, pair-work, didactic games, discussion of the topics covered in the class, lexical analysis of short authentic texts, concise comparison of the lexical features of English and Slovak, building strategies aimed at the broadening of the English vocabulary.

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (40%)
Mid-term practical test (40%)
Final assessment (60%)
Final practical test (30%)
Final theoretical test (30%)
Grading:
100 – 95% A, 94 – 90% B, 89 – 85% C, 84 – 80% D, 79 – 75% E, 74 – 0% FX
Grade A: The student can practically distinguish the different types of formal paradigmatic relations of lexical units, can identify all semantic relations among lexemes, knows the types of English multi-word expressions and can use them appropriately in communication, knows the stylistic and

social properties of lexemes and can use them practically, knows the main geographical varieties of English and their basic lexical differences, has a rich theoretical lexical knowledge.
Grade B: The student can practically distinguish the different types of formal paradigmatic relations of lexical units, can identify semantic relations among lexemes, knows the types of English multi-word expressions and can use them appropriately in communication, knows the important stylistic and social properties of lexemes and can use them practically, knows the main geographical varieties of English and their basic lexical differences, has solid theoretical lexical knowledge.
Grade C: The student can practically distinguish most types of formal paradigmatic relations of lexical units, can identify semantic relations between lexemes, knows the main types of English multi-word expressions and can use them in communication, knows the basic stylistic and social properties of lexemes and can use them practically, knows the main geographical varieties of English and some of their lexical differences, has adequate theoretical lexical knowledge.
Grade D: The student can practically distinguish the main types of formal paradigmatic relations of lexical units, can identify the basic semantic relations between lexemes, knows the main types of English multi-word expressions and can generally use them in communication, knows the basic stylistic and social properties of lexemes and can use them, knows some geographical varieties of English and their basic lexical differences, has adequate theoretical lexical knowledge.
Grade E: The student can practically distinguish the most basic types of formal paradigmatic relations of lexical units, can identify some semantic relations among lexemes, knows some types of English multi-word expressions and can use them in communication, knows the basic stylistic and social properties of lexemes and can mostly use them, knows British and American English and their basic lexical differences, has sufficient theoretical lexical knowledge.
Terms of evaluation
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). The student is not entitled to a re-sit of the mid-term test. Taking part in the midterm assessment (with any result) is the requirement for being allowed to take the final exam.
Scale of assessment (preliminary/final): Continuous assessment (40%) Mid-term practical test (40%) Final assessment (60%) Final practical test (30%) Final theoretical test (30%)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student will deepen and broaden the basic lexical terminology acquired in the Bachelor's studies, expand his/her knowledge of the vocabulary of modern English, learn the structural-functional characteristics of the English vocabulary, acquire the theoretical principles of the formation of paradigmatic relations in the lexicon, become familiar with the classification and properties of English collocations and idioms, master the contextual, temporal and geographic properties of English words.
Skills:
The student can practically distinguish the different types of formal paradigmatic relations of lexical units, correctly identifies semantic relations among lexemes, knows and uses different types of English multi-word expressions, can correctly use stylistically and socially marked lexis, can practically use the acquired theoretical knowledge in the analysis of a coherent authentic text, learns to use dictionaries to acquire English vocabulary, is able to work with and critically analyse academic literature, has acquired strategies for vocabulary acquisition, can use the acquired knowledge in an appropriate and adequate way for his/her further professional development.
Competences:

The student learns to work independently and in a team in solving lexical problems and tasks, can communicate professionally about the lexical phenomena covered in the class, is able to find and use digital resources and aids useful for further independent development and expansion of his/her vocabulary, develops the ability to analyse and synthesise linguistic material, is able to read academic literature, is able to link the acquired theoretical knowledge with the subject of research in other linguistic disciplines, has adequately developed presentation and argumentation skills, is able to apply the acquired knowledge and strategies in an appropriate way in his/her further education and in his/her professional practice.

Class syllabus:

Course contents:

Main themes of the course:

Lexical relations in vocabulary; formal, morphological and word-formation relations among words; homonymy, homophony, homography and falsonymy, semantic relations in vocabulary, polysemy, synonymy and antonymy; hyponymy and meronymy, semantic fields, syntagmatic relations between words – collocations and idioms, stylistic classification of words, emotional colouring of words, social differentiation of vocabulary, temporal properties of words, geographical variation of English vocabulary

By means of the above content, the student learns about the lexical level of the English language, its structural-functional properties, learns the ways of applying theoretical knowledge in practice through English vocabulary analysis, develops his/her vocabulary and the ability to communicate fluently at C1 level, can read academic literature in English, learns to work independently and in a team on solving lexical issues and problems, can appropriately apply the acquired knowledge and skills in the classroom.

Recommended literature:

Compulsory reading:

PAVLÍK, R. (2018). A Textbook of English Lexicology II: Word Relations, Words in Use, Lexical Variation and Change. Bratislava: Z-F Lingua.

Recommended reading:

CRUSE, A. D. (2000). Meaning in Language: An Introduction to Semantics and Pragmatics. Oxford University Press. (Part 2)

JACKSON, H. and ZÉ AMVELA, E. (2007). Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology, 2nd edition. London: Continuum. (Chapters 2, 3, 5 and 6)

KVETKO, P. (2009). English Lexicology in Theory and Practice. 2nd edition. Trnava: Univerzita sv. Cyrila a Metoda v Trnave. (Chapters 5–9)

LANČARIČ, D. (2016). English Lexicology: Theory and Exercises. Nümbrecht: KIRSCH-Verlag. (Chapters 3, 4, 6 and 7)

All of the above books are available in Slovak libraries and/or bookshops.

Languages necessary to complete the course:

English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 271

A	ABS	B	C	D	E	FX
26,57	0,0	12,55	17,71	17,34	22,51	3,32

Lecturers:

Last change: 14.10.2023
Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde001/22	English Lexicology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person, combined
Number of hours per week: 2
Number of hours per semester: 22
Student workload: 75 hours in total
Direct teaching = 22 h, continuous out-of-class preparation (revising + homework) = 11 h, mid-term practical test = 17 h, final practical test = 12 h, final theoretical test = 13 h
Teaching methods:
Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena, pair-work, didactic games, discussion of the topics covered in the class, lexical analysis of short authentic texts, concise comparison of the lexical features of English and Slovak, building strategies aimed at the broadening of the English vocabulary.

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (40%)
Mid-term practical test (40%)
Final assessment (60%)
Final practical test (30%)
Final theoretical test (30%)
Grading:
100 – 95% A, 94 – 90% B, 89 – 85% C, 84 – 80% D, 79 – 75% E, 74 – 0% FX
Grade A: The student can practically distinguish the different types of formal paradigmatic relations of lexical units, can identify all semantic relations among lexemes, knows the types of English multi-word expressions and can use them appropriately in communication, knows the stylistic and

social properties of lexemes and can use them practically, knows the main geographical varieties of English and their basic lexical differences, has a rich theoretical lexical knowledge.
Grade B: The student can practically distinguish the different types of formal paradigmatic relations of lexical units, can identify semantic relations among lexemes, knows the types of English multi-word expressions and can use them appropriately in communication, knows the important stylistic and social properties of lexemes and can use them practically, knows the main geographical varieties of English and their basic lexical differences, has solid theoretical lexical knowledge.
Grade C: The student can practically distinguish most types of formal paradigmatic relations of lexical units, can identify semantic relations between lexemes, knows the main types of English multi-word expressions and can use them in communication, knows the basic stylistic and social properties of lexemes and can use them practically, knows the main geographical varieties of English and some of their lexical differences, has adequate theoretical lexical knowledge.
Grade D: The student can practically distinguish the main types of formal paradigmatic relations of lexical units, can identify the basic semantic relations between lexemes, knows the main types of English multi-word expressions and can generally use them in communication, knows the basic stylistic and social properties of lexemes and can use them, knows some geographical varieties of English and their basic lexical differences, has adequate theoretical lexical knowledge.
Grade E: The student can practically distinguish the most basic types of formal paradigmatic relations of lexical units, can identify some semantic relations among lexemes, knows some types of English multi-word expressions and can use them in communication, knows the basic stylistic and social properties of lexemes and can mostly use them, knows British and American English and their basic lexical differences, has sufficient theoretical lexical knowledge.
Terms of evaluation
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). The student is not entitled to a re-sit of the mid-term test. Taking part in the midterm assessment (with any result) is the requirement for being allowed to take the final exam.
Scale of assessment (preliminary/final): Continuous assessment (40%) Mid-term practical test (40%) Final assessment (60%) Final practical test (30%) Final theoretical test (30%)

Learning outcomes:
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student will deepen and broaden the basic lexical terminology acquired in the Bachelor's studies, expand his/her knowledge of the vocabulary of modern English, learn the structural-functional characteristics of the English vocabulary, acquire the theoretical principles of the formation of paradigmatic relations in the lexicon, become familiar with the classification and properties of English collocations and idioms, master the contextual, temporal and geographic properties of English words.
Skills:
The student can practically distinguish the different types of formal paradigmatic relations of lexical units, correctly identifies semantic relations among lexemes, knows and uses different types of English multi-word expressions, can correctly use stylistically and socially marked lexis, can practically use the acquired theoretical knowledge in the analysis of a coherent authentic text, learns to use dictionaries to acquire English vocabulary, is able to work with and critically analyse academic literature, has acquired strategies for vocabulary acquisition, can use the acquired knowledge in an appropriate and adequate way for his/her further professional development.
Competences:

The student learns to work independently and in a team in solving lexical problems and tasks, can communicate professionally about the lexical phenomena covered in the class, is able to find and use digital resources and aids useful for further independent development and expansion of his/her vocabulary, develops the ability to analyse and synthesise linguistic material, is able to read academic literature, is able to link the acquired theoretical knowledge with the subject of research in other linguistic disciplines, has adequately developed presentation and argumentation skills, is able to apply the acquired knowledge and strategies in an appropriate way in his/her further education and in his/her professional practice.

Class syllabus:

Course contents:

Main themes of the course:

Lexical relations in vocabulary; formal, morphological and word-formation relations among words; homonymy, homophony, homography and falsonymy, semantic relations in vocabulary, polysemy, synonymy and antonymy; hyponymy and meronymy, semantic fields, syntagmatic relations between words – collocations and idioms, stylistic classification of words, emotional colouring of words, social differentiation of vocabulary, temporal properties of words, geographical variation of English vocabulary

By means of the above content, the student learns about the lexical level of the English language, its structural-functional properties, learns the ways of applying theoretical knowledge in practice through English vocabulary analysis, develops his/her vocabulary and the ability to communicate fluently at C1 level, can read academic literature in English, learns to work independently and in a team on solving lexical issues and problems, can appropriately apply the acquired knowledge and skills in the classroom.

Recommended literature:

Compulsory reading:

PAVLÍK, R. (2018). A Textbook of English Lexicology II: Word Relations, Words in Use, Lexical Variation and Change. Bratislava: Z-F Lingua.

Recommended reading:

CRUSE, A. D. (2000). Meaning in Language: An Introduction to Semantics and Pragmatics. Oxford University Press. (Part 2)

JACKSON, H. and ZÉ AMVELA, E. (2007). Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology, 2nd edition. London: Continuum. (Chapters 2, 3, 5 and 6)

KVETKO, P. (2009). English Lexicology in Theory and Practice. 2nd edition. Trnava: Univerzita sv. Cyrila a Metoda v Trnave. (Chapters 5–9)

LANČARIČ, D. (2016). English Lexicology: Theory and Exercises. Nümbrecht: KIRSCH-Verlag. (Chapters 3, 4, 6 and 7)

All of the above books are available in Slovak libraries and/or bookshops.

Languages necessary to complete the course:

English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 271

A	ABS	B	C	D	E	FX
26,57	0,0	12,55	17,71	17,34	22,51	3,32

Lecturers: PaedDr. Peter Bojo, PhD.

Last change: 14.10.2023
Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KAJL/M-ANGšt009/16	**Course title:** English language and literature
Number of credits: 3	
Educational level: II.	

Course requirements:

Course completion requirements:

The English Language and Literature State Examination, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020, the Study regulations of the Faculty of Education of Comenius university and by the Internal Regulation No.5/2021 of the Study Regulations of Comenius University.

A student may take the state examination (a) after obtaining at least such number of credits for the completed courses which, after adding the credits for the successful completion of state exam, would meet the minimum credit requirements (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, except for the state examination, and (c) without disciplinary proceedings being conducted against him/her.

The student receives 3 credits for successful completion of the state examination in English language and literature.

Assessment

According to the Internal Quality Assurance System for Higher Education of Comenius University in Bratislava, the student shall be evaluated in particular on the demonstration of the ability to integrate the knowledge, and level of skills and competences specified in the graduate's profile. The overall grade for the oral examination is a combination of the partial oral exam evaluations in given subjects. It reflects the overall level of the student's insight in the field, the ability to synthesize and correlate knowledge, critically analyse information, apply theoretical knowledge, reveal the causes of problems, and propose solutions. Students are assessed based on the level of their knowledge, skills and competencies relevant for the exam questions in which they are tested.

The assessment is awarded on a scale:

A (excellent - outstanding),

B (very good - above average standard),

C (good - normal reliable work),

D (satisfactory - acceptable results),

E (satisfactory - results meet the minimum criteria),

Fx (inadequate).

A student is graded FX if he/she has only met the assessment requirements at a level less than 60% of the overall highest possible score for the state examination.

Learning outcomes:

Learning outcomes / Objectives and learning outcomes:

The learning outcomes are in accordance with the Long-Term Plan of Comenius University/Faculty of Education, the mission and strategic objectives of Comenius University/Faculty of Education, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in

accordance with the profile of the graduate, in accordance with the objectives and learning outcomes in individual subjects of the study programme and other relevant documents.

Class syllabus:

Course outcomes of subject (content):

The state examination consists of two components, namely 1. English language and 2. literature.

1. The aim of the English language examination is to test the students' ability to synthesize and practically apply the theoretical linguistic knowledge acquired in the compulsory courses of study. The content of the state examination is based partly on the compulsory course M-ANGde-001 English lexicology and mainly on the compulsory course M-ANGde-006 contrastive linguistics, which is directly related to the objectives and content of the individual linguistic disciplines in the Bachelor's and Master's degree. In addition, it enriches students' knowledge and the ability to compare and contrast languages. The further development of the skills to analyse authentic texts is also possible in the compulsory elective courses M-ANGde-013, Linguistic Analysis of Text I (which focuses on general linguistic and lexical analysis) and M-ANGde-014, Linguistic Analysis of Text II (which focuses on general linguistic, morphological and syntactic analysis of texts).

Students will present their knowledge, skills, and competencies through a practical analysis of an authentic text, whereby the number of student's oral test task will be generated for the student, indicating the type of analysis required (lexical, morphological or syntactic) of the attached text.

In the linguistic analysis, students will focus on some of the following areas:

Lexical analysis of the text:

- Various word-formation processes (affixation, conversion, compounding, shortening, etc.)
- Semantic changes (metaphor, personification, metonymy, euphemisms/dysphemisms, etc.)
- Formal and semantic relations among words (homonymy, homophony, polysemy, synonymy, antonymy, etc.)
- Multiword units - collocations and idioms
- Stylistic classification of words (neutral, formal, informal, etc.)

Morphological analysis of the text:

- Analysis of phrases (NP, VP, AdjP, AdvP, VP)
- Grammatical categories of nouns (number, gender, case)
- Usage of articles (generic, specific and unique reference)
- Linguistic characteristics of adjectives and adverbs
- Linguistic characteristics of verbs and verb phrases
- Time, tense, aspect, voice, mood
- Modal and primary auxiliary verbs

Syntactic analysis of the text:

- Clause elements
- Types of sentences
- Word order and variations on clause types
- Negation of sentences
- Complex sentence analysis, relative and conditional clauses
- Reported speech
- Pro-forms and ellipsis

2. The aim of the state examination in literature will be to test students' ability to synthesize and practically apply the theoretical knowledge of literature acquired in the compulsory courses M-ANGde-003 Modern English Literature and M-ANGde-007 Modern American Literature. Students can further deepen their knowledge and skills in the compulsory elective courses M-ANGde-015 Working with Literary Text and M-ANGde-017 English Minority Literature. Students will first characterize a selected literary period, genre, and theme, and then demonstrate their knowledge, interpretive-analytical skills, and relevant competencies through readings from the works of these

authors. At the same time, they will present strategies for using the literary text in the pedagogical process.
The theses synthesize the knowledge acquired in the various literature-oriented courses.

State exam syllabus:

Recommended literature:
The recommended study literature is listed in the information sheets of the respective courses.

Languages necessary to complete the course:
English, Slovak

Last change: 09.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde004/22	History of literary Classicism and Romanticism

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week lecture, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
30 hours of continuous preparation for the class combined with reading of literary texts for each class;
2 x 14 hours of preparation for two continuous written tests = 28 hours;
40 hours of preparation for the oral examination linked to the study of literature.
Total 120 hours of student work.
Teaching methods: lecturing, explanation, interview, guided self-study - work with text, e-learning

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• two mid-term written tests in literary history (first test mid-semester after Topic 5, 25 points; second test at the end of the mid-term after Topic 10, 25 points);
• an oral examination on professional knowledge and analytical-interpretive skills (50 points).
The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study and from the final assessment of learning outcomes (50/50).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (first continuous assessment: less than 15 points; second continuous assessment: less than 15 points; oral examination: less than 30 points).
The mark is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of the history of literary classicism, pre-Romanticism and Romanticism to the required extent, arranges the facts presented in a logically flawless manner, can critically and independently

evaluate the acquired literary-historical knowledge in a convincing manner, and can apply and adapt it creatively at an excellent level, innovate and design procedures for working with literary works in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for further independent education;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the history of literary classicism, pre-Romanticism and Romanticism to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the literary-historical knowledge acquired and is able to apply it very well, adapt and innovate the procedures of working with literary works in school practice, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his speech is very good, he has very well developed skills of independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the history of literary classicism, pre-Romanticism and Romanticism to the required extent, arranges the facts presented appropriately and makes only occasional mistakes, can reliably apply the literary-historical knowledge acquired and the existing procedures for working with literary works in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of literary classicism, pre-romanticism and romanticism to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with literary works in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent and significant deficiencies in the arrangement of facts, can minimally apply the acquired literary-historical knowledge and existing procedures for working with literary works in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the history of literary classicism, pre-Romanticism and Romanticism to the required extent, does not know the facts and their logical connections, cannot apply the acquired literary-historical knowledge to work with literary works in school practice, cannot solve individual tasks and assignments, is unable to further self-study.

Learning outcomes:
The student has a deep and cross-cutting knowledge of the typological characteristics of the period of literary classicism, pre-Romanticism and Romanticism, has acquired knowledge of the history and various conceptions of the perception of literary classicism, pre-Romanticism and Romanticism. It has knowledge of the literary culture of the period in the context of contemporary political, social and cultural processes, of periodisation models and the internal differentiation of original Slovak works of the period. Can take a stance towards literary works, understands the theories, methods and procedures used in literary classicism, pre-Romanticism and Romanticism. Demonstrable knowledge of the typological characteristics of the period of Slovak literary classicism, pre-Romanticism and Romanticism and the ability to think in terms of the development of Slovak literature in a wider inter-literary context, and knowledge of the connections and relationships with other literary-historical periods. Possesses comprehensive theoretical knowledge

and knowledge of the most significant personalities of the above-mentioned periods in the context of the history of Slovak literature. The student is able to integrate and link the information with the basic attributes of literary and cultural life in Slovakia in the periods of literary classicism, pre-Romanticism and Romanticism. The student is familiar with literary historical terms, periodisation milestones, general characteristics of the period and dominant literary authors. Can use analytical skills and creativity in the professional literary analysis of a fictional text. Has developed analytical skills as well as the ability to think abstractly and critically. The student can creatively apply the thoroughly acquired theoretical knowledge, practical skills and achieved competences in practical pedagogical school interpretation in practice. Based on problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the ability to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. It also has a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The student is able to communicate information on the history of literary classicism, pre-Romanticism and Romanticism to a general audience and to lay audiences. The student is able to use and creatively apply them in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Issues of transition from older literature to modern literature. Philosophical and aesthetic foundations of classicism, the Enlightenment and the peak phase of classicism in Slovak literature, thematic and genre stratification of classical literature.
2. The Enlightenment phase of classicism in Slovak literature, social reforms, enlightenment efforts, learned societies. Issues of prose in the period of Enlightenment Classicism, the first Slovak novel.
3. Typological and poetological characteristics of Slovak poetry of the Enlightenment Classicism period, problems of verse and prosody. Overview of authors and their works.
4. The peak phase of classicism in Slovak literature. Literary works of J. Hollý.
5. Genesis of Slovak Pre-Romanticism, aesthetic starting points, thematic and genre stratification of Pre-Romantic literature. Literary works of J. Kollár.
6. Slovak Pre-Romantic prose and drama (K. Kuzmány, J. Chalupka and others).
7. Genesis of Slovak literary romanticism. Ideological differentiation of Romanticism (subject-pragmatic and messianic stream), thematic and genre stratification of Romantic literature.
8. Differentiating tendencies in Slovak Romantic poetry (folklorizing and artistic line). The forms of poetry in the period of Slovak literary romanticism (S. Chalupka, J. Kral, A. Sládkovič, J. Botto, etc.).
9. The Messianic current in Slovak Romantic poetry (S. B. Hroboň, M. M. Hodža and others).
10. The forms of prose and drama in the period of Slovak literary romanticism (J. M. Hurban, J. Kalinčiak, J. Záborský, J. Palárik and others).
11. Literary creation on the border between Romanticism and Realism (G. K. Zechenter-Laskomerský, Ľ. Kubáni and others).

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will deepen and develop knowledge of the history of literary classicism, pre-Romanticism and Romanticism. The student will master and be able to implement in practice various methods of making the history of literary classicism, pre-Romanticism and Romanticism accessible, and will learn to look for typological connections and specifics of European and Slovak classicism, pre-Romanticism and Romanticism. On the basis of the knowledge acquired, the student will be able to assess the degree of continuity of literary-historical development with the European and Central European context and with the specific

features of our region. They will learn to discuss, justify and compare the significance of key personalities and currents of thought, to select and name their sources and the basic attributes of literary and cultural life in Slovakia at the end of the 18th century and in the 19th century. He or she will be able to explain the nature of the social reforms and enlightenment efforts of the Bernoláks in the period of literary classicism, as well as to clarify the background of the Bernolákian controversies. They will recognise the author of the first Slovak novel and will be able to highlight the importance of this work and other prose works in the context of European Enlightenment literature and in the context of the history of Slovak literature. The student will deepen and develop knowledge of Slovak poetry of the Enlightenment Classical period, and will get to know the creators of the poetry of the waning Baroque and Rococo poetry. The student will be familiar with the typological characteristics of Pre-Romanticism and the dominant personalities of this period in the field of poetry, prose and drama. They will acquire knowledge of the social and cultural conditions in Slovakia during the period of literary Romanticism, understand the philosophical foundations of this period and understand the essence of the ideological differentiation of literary Romanticism. They will acquire knowledge of the poetry of the Slovak Romantics as well as the prose and dramatic works of the period and its main representatives. The student will be able to plan and implement lessons on the history of literary classicism, pre-Romanticism and Romanticism, focusing on the important periodisation milestones of the above-mentioned literary periods and the ideological and aesthetic features of these movements as they appear in the work of representative authors. The student will be able to identify and explain the development of our literature in a broader inter-literary context. The student will be able to articulate and demonstrate the essential attributes of literary and cultural life in Slovakia during the periods of literary classicism, pre-Romanticism and Romanticism. The student will know the theoretical and practical content and methods for independent student discovery of literary relationships. The student will understand the importance of researching the qualities of this literary phenomenon, the need to define its historical mission and the scope of its legacy in the literary scene. By successfully completing the course, the student will acquire the competence to orient himself/herself in the issues of the history of Slovak literary classicism, pre-Romanticism and Romanticism. On the basis of the acquired knowledge and understanding, the student will acquire the prerequisites and motivation to develop the skills necessary for further self-study and critical thinking and to encourage students to actively acquire literary-historical knowledge. The course will lead the student to the active acquisition of information and the effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and appropriate methods of the discipline. In the course, the student will strengthen and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and strengthen his/her sense of socially responsible action and pluralistic civic attitudes. The student will be competent in the use of digital technologies in the teaching of the history of literature.

Recommended literature:

Compulsory readings:

BRTÁŇOVÁ, E.(ed.) 2017. Literárnohistorické kolokvium. IV. Klasicizmus. Bratislava: Ústav slovenskej literatúry SAV. 185 s. ISBN 978-80-88746-37-9. (selected chapters)

ŠMATLÁK, S. 2007. Dejiny slovenskej literatúry II (19. storočie a prvá polovica 20. storočia). 3. vyd. Bratislava: Literárne informačné centrum, s. 11 – 143. ISBN 978-80-89222-29-2.

VOJTECH, M. 2020. Slovenská klasicistická a preromantická literatúra. 2. vyd. Bratislava: Univerzita Komenského. 185 s. ISBN 978-80-223-5022-8.

Recommended readings:

BLAŽENCOVÁ, Ľ. 2023. Meditatívne tóny duchovnej poézie Andreja Sládkoviča. In: Philologia, roč. 33, č. 1, s. 49 – 60. ISSN (print) 1339-2026.
BRTÁŇOVÁ, E. 2017. Doležalov pokus o veľkú epiku. In: Český a slovenský literární klasicismus. Brno: Host, s. 245 – 271. ISBN 978-80-7577-186-5.
BRTÁŇOVÁ, E. 2018. Jonáš Záborský a antická kultúra. In: Ideológia v premenách času v pamiatkach gréckej a latinskej tradície. Bratislava: Univerzita Komenského v Bratislave, s. 344 – 353. ISBN 978-80-223-4626-9.
BRTÁŇOVÁ, E. 2014. Záborského predstava národnej literatúry. In: DORUĽA, J. (ed.). Historický význam a odkaz diela osobností slovenského národného obrodenia. Bratislava: Slavistický ústav Jána Stanislava SAV, s. 42 – 54. ISBN 978-80-89489-18-3.
Further study text will be made available to students in electronic form.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 302

A	ABS	B	C	D	E	FX
34,44	0,0	26,82	20,86	12,25	4,3	1,32

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde007/22	History of literary Realism

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week lecture, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
30 hours of continuous preparation for the class combined with reading of literary texts for each class;
2 x 14 hours of preparation for two midterm tests = 28 hours;
40 hours of preparation for the oral examination combined with literature study.
Total 120 hours of student work.
Teaching methods: lecturing, explanation, interview, guided self-study - work with text, e-learning

Number of credits: 4

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• two mid-term written tests in literary history (first test mid-semester after Topic 5, 25 points; second test at the end of the mid-term after Topic 10, 25 points);
• an oral examination on professional knowledge and analytical-interpretive skills (50 points).
The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study and from the final assessment of learning outcomes (50/50).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (first continuous assessment: less than 15 points; second continuous assessment: less than 15 points; oral examination: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of the history of literary realism in the required range, logically arranges the presented facts flawlessly, can critically and independently evaluate the acquired literary-historical knowledge

convincingly, can creatively apply, adapt, innovate and design procedures for working with literary works in school practice at an excellent level, has the ability to deal creatively independently and imaginatively with individual tasks and assignments in wider literary, literary-historical and cultural contexts, the linguistic and stylistic level of his/her expression is excellent, and has well-developed skills for further independent learning;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the history of literary realism to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the literary-historical knowledge acquired and is able to apply, adapt and innovate the procedures of working with literary works in school practice very well, has the ability to solve individual tasks and assignments independently and in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is very good, has very well developed skills for further independent learning;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the history of literary realism to the required extent, arranges the facts presented appropriately and makes errors only in places, can reliably apply the literary-historical knowledge acquired and existing procedures for working with literary works in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of literary realism to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with literary works in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of literary realism to the required extent and significant deficiencies in the arrangement of facts, can minimally apply the acquired literary-historical knowledge and existing procedures for working with literary works in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the history of literary realism to the required extent, does not know the facts and their logical connections, cannot apply the acquired literary-historical knowledge to work with literary works in school practice, cannot solve individual tasks and assignments, cannot self-study.

Learning outcomes:
The student has a deep and cross-cutting knowledge of the typological characteristics of the period of literary realism. The student has knowledge of the literary culture of the period in the context of contemporary political, social and cultural processes, of the periodization models and internal differentiation of original Slovak works of the period, has acquired knowledge of the history and various conceptions of literary realism. He/she is able to take an attitude towards literary works, knows and understands the theories, methods and procedures used in literary realism. Demonstrable knowledge of the typological characteristics of the period of Slovak literary realism and the ability to think in the context of the development of Slovak literature in a broader inter-literary context; knowledge of the connections and relationships with other literary-historical periods. Possesses comprehensive theoretical knowledge and knowledge of the most significant personalities of that period in the context of the history of Slovak literature. The student is able to integrate and relate the information to the basic attributes of literary and cultural life in Slovakia during the period of literary realism. Has acquired knowledge of literary historical terms, knows periodisation milestones, general characteristics of the period and dominant literary creators. Can use analytical

skills and creativity in the professional literary-historical analysis of a fictional text. Has developed analytical skills as well as the ability to think abstractly and critically. The student can creatively apply the theoretical knowledge, practical skills, and competences acquired in practical pedagogical school interpretation in practice. On the basis of problem solving, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the ability to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The student is able to communicate information from the history of literary realism to a general public and lay audiences. The student is able to use and creatively apply them in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Political and cultural-social conditions in Slovakia (late 19th - early 20th century) and signals of the new literary epoch.
2. Genesis of Slovak literary realism, poetological and genre specifics, change of aesthetic canon.
3. Poetic initiative and new poetics of S. Hurban Vajanský.
4. Creative voluntarism and the elevated prose style of S. Hurban Vajanský.
5. The artistic phenomenon of P. Országh Hviezdoslav, generational confrontations and the lyricism of great cycles.
6. The epic and dramatic world of P. Országh Hviezdoslav.
7. The epic harmony of M. Kukučín's work.
8. Features of autobiographical and memoir prose in the period of realism. The literary work of E. Maróthy-Šoltésová.
9. Inner autobiography as a creative and narrative phenomenon in the work of B. Slančíková Timrava.
10. The skeptical sentiment of J. Gregor Tajovský's literary work.
11. Constituting realistic literary criticism and literary science.

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will deepen and develop knowledge of the history of literary realism. He/she will master and be able to practically implement various methods of making the material from the history of literary realism accessible and to affect the efforts to match the depicted reality with its literary forms. They will learn to look for typological connections and specific features of European and Slovak realism. On the basis of the knowledge acquired, the student will be able to assess the extent to which literary-historical development is related to the European and Central European context and to the specific features of our region. The student will be able to discuss, justify and compare the significance of key personalities as well as the flow of ideas, select and name its sources and basic attributes of literary, cultural and social life in Slovakia at the turn of the 19th and 20th centuries, and understand the philosophical foundations of this period. They will be able to recognise the poetological and genre specifics of Slovak literary realism, and will be able to explain the essence of the change in the aesthetic canon in this period. He will understand the differences in the poetic work of the dominant representatives of the Realist period, and will be able to explain the change in the prosodic qualities of poetic language, focusing on the refinement and sophistication of poetic form and realistic detail. The student will be able to identify in the works the themes of everyday life, the heroism of simple destinies, and the plight of the characters. The student will be familiar with the character and conceptual definition of Slovak literary realism, the dominant creators of realistic prose and drama, and their major literary works. He will be able to distinguish in them the efforts to create a higher conversational style, but also the efforts to use

vernacular language or hard diction of speech. The student will recognize the founding generation of realism and the generation of late realism depicting a pessimistic-naturalistic conception of life and man. The student will deepen and develop an understanding of the ideological and aesthetic principles of prose belonging to the realist type. The student will be able to highlight the significance of realist literary works in the context of European realist literature and in the context of the history of Slovak literature. The student will be able to plan and implement lessons on the history of literary realism, focusing on the important periodization milestones of a given literary period and the ideological-aesthetic features of this movement as they appear in the work of representative realist authors. The student will become familiar with both the theoretical and practical parts of the educational content and methods for independent student discovery of literary relationships. They will understand the importance of researching the qualities of this literary phenomenon, the need to define its historical mission and the scope of its legacy in the literary scene. Successful completion of the course will give the student the competence to orient himself/herself in the issues of the history of Slovak literary realism. On the basis of the acquired knowledge and skills, the student will acquire the prerequisites and motivation to develop the skills necessary for further self-study and critical thinking and the ability to encourage students to actively acquire literary-historical knowledge. The course will lead the student to the active acquisition of information and the effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and appropriate methods of the discipline. In the course, the student will strengthen and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and strengthen his/her sense of socially responsible action and pluralistic civic attitudes. The student will be competent in the use of digital technologies in the teaching of the history of literature.

Recommended literature:

Compulsory readings:

SEDLÁK, I. a kol. 2009. Dejiny slovenskej literatúry I. Martin: Matica slovenská, s. 418 – 518. ISBN 978-80-7090-935-5.

ŠMATLÁK, S. 2007. Dejiny slovenskej literatúry II (19. storočie a prvá polovica 20. storočia). Bratislava: Literárne informačné centrum, s. 147 – 259. ISBN 978-80-89222-29-2.

Recommended readings:

BLAŽENCOVÁ, Ľ. 2021. Večný pútnik Martin Kukučín. In: SVORADOVÁ, V. – BLAŽENCOVÁ, Ľ. – MASARYK, M.: Osobnosti slovenskej literatúry v interkultúrnych kontextoch. Bratislava: Univerzita Komenského v Bratislave, s. 7 – 28. ISBN 978-80-223-5287-1.

BRTÁŇOVÁ, E. 2014. Záborského predstava národnej literatúry. In: DORUĽA, J. (ed.): Historický význam a odkaz diela osobností slovenského národného obrodenia. Bratislava: Slavistický ústav Jána Stanislava SAV, s. 42 – 54. ISBN 978-80-89489-18-3.

ČEPAN, O. 1984. Stimuly realizmu. Bratislava: Tatran, 478 s. (selected chapters)

MIKULOVÁ, M. – MIKULA V. 2010. Kapitoly zo slovenského realizmu: dejiny, medailóny, štúdie, interpretácie. Bratislava: Vydavateľstvo UK. 235 s. ISBN 978-80-223-2855-5. (selected chapters)

Further study text will be made available to students in electronic form.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution
Total number of evaluated students: 267

A	ABS	B	C	D	E	FX
40,45	0,0	27,34	20,97	9,36	1,87	0,0

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde002/22	History of older literature

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week lecture, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
20 hours of continuous preparation for the class combined with reading of literary texts for each class;
18 hours of preparation for two mid-term tests;
30 hours of preparation for the oral examination linked to the study of literature.
A total of 90 hours of student work.
Teaching methods:
lecturing, interpretation of theoretical knowledge and its application to practical examples, moderated conversation, text analysis, guided self-study, e-learning

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the basis of two continuous written tests (the first is taken in the middle of the semester after the 6th topic, the second at the end of the continuous teaching, both tests are 25 points each). The course is concluded with a final oral examination of the knowledge of the whole semester (50 points). The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study and from the final assessment of learning outcomes (50/50).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60% of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (mid-term test: less than 15 points; final test: less than 15 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of the history of early literature to the required extent, logically arranges the facts

presented in a flawless manner, can critically and independently evaluate the acquired literary-historical knowledge convincingly, creatively apply and adapt it in practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for further independent education;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the history of early literature to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the literary-historical knowledge acquired and can apply and adapt it very well in practice, has the ability to solve individual tasks and assignments independently and in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the history of early literature to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply and adapt the literary-historical knowledge acquired in practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the history of early literature to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge in practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of the history of early literature to the required extent and significant deficiencies in the arrangement of facts, can minimally apply the acquired literary-historical knowledge in practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the history of early literature to the required extent, does not know the facts and their logical connections, cannot apply the acquired literary-historical knowledge in practice, cannot solve individual tasks and assignments, cannot self-study.

Learning outcomes:

The student has knowledge of basic literary terms, literary genealogy and aesthetics, has mastered the periodization milestones and general characteristics of individual periods (Middle Ages, Humanism and Renaissance, Baroque). It is familiar with the dominant authorial figures of the 9th-18th centuries, the development of literary languages and intercultural relations in the Central European area. Is able to classify individual literary monuments into historical periods and to analyse and interpret a literary fiction text of earlier literature in a professional manner. Theoretical knowledge can also be applied at a higher level of higher education. They can use and creatively apply them in the school environment in the position of a teacher of lower and upper secondary education. Based on problem solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. It also has a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. Older Slovak literature. Literary culture in medieval Slovakia, historical context and conditions. Literary monuments from the pre-Christian period.
2. Old Slavonic written culture, its significance and European context.
3. The Hungarian state and the new formation of culture in the 11th-15th centuries. Species and genre composition.
4. Literature of Renaissance humanism, historical context and conditions. Cultural centres. The authorial community. Species and genre composition. Mannerism.
5. Poetry of the 16th century and its means of expression. The tradition of sacred and historical songs. Love lyrics from Fanchali's codex.
6. Specific peculiarities of Renaissance drama.
7. Baroque literature, historical context and conditions. Cultural centres. Author's community. Species and genre composition.
8. Sacred song and sermon writing and the contemporary canon.
9. Signs of baroque poetics. Love and occasional lyricism. Historical and temporal verse epic.
10. Rhetorical strategies of baroque authors. Memoir and travelogue prose. Jocular and parodic writing.
11. Centers of learning. Scientific and educational writing. Manifestations of national consciousness.
The taught subject will provide the student with a space for the integration of knowledge and its consolidation in the form of his/her own study path leading to the profiling of a professionally competent personality ready to implement methods of critical thinking about Slovak literature, especially in the context of current trends in thinking about the historical-cultural development of the European cultural space. The student will acquire the competences necessary for teaching the history of early literature. The student will be able to plan and implement individual lessons, practically apply various methods of making the material from the given period accessible. The student will be able to use digital technologies in teaching the history of literature. On the basis of the knowledge and skills acquired, he/she will acquire the prerequisites and motivation to develop the skills necessary for further self-study and to encourage pupils to actively acquire literary-historical knowledge.
The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge, consolidate and develop his/her skill to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:
KÁKOŠOVÁ, Z. 2007. Príručka k dejinám staršej slovenskej literatúry. Trnava: Univerzita sv. Cyrila a Metoda v Trnave. 209 s. ISBN 978-80-8922-064-9.
TKÁČIKOVÁ, E. 2005. Staršia slovenská literatúra. Antológia textov. Bratislava: Univerzita Komenského. 203 s. ISBN 802-23-1947-3.
Recommended readings:
BRTÁŇOVÁ, E. 2012. Na margo staršej literatúry. Zo žánrovej problematiky 11. – 18. storočia. Bratislava: Ústav slovenskej literatúry SAV – Kalligram. 294 s. ISBN 978-80-8101-678-3.

BRTÁŇOVÁ, E. 2000. Stredoveká scholastická kázeň. K recepcii latinských sermones v kódexoch slovenskej proveniencie. Bratislava: Veda, vydavateľstvo Slovenskej akadémie vied. 200 s. ISBN 80-2240-634-1. (selected sections)
ŠMATLÁK, S. 2007. Dejiny slovenskej literatúry I. (9. – 18. storočie). 4. vyd. Bratislava: Literárne informačné centrum. 359 s. ISBN 978-80-89222-28-5.
Further study texts will be available electronically in MS Teams/Moodle.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 302

A	ABS	B	C	D	E	FX
45,36	0,0	22,52	15,89	10,6	4,3	1,32

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde011/22	History of standard Slovak

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organisational form: 2 hours per week lecture and seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 28 hours of preparation in the form of self-study of literature; 30 hours of preparation for the midterm test and 40 hours of preparation for the exam; total 120 hours of student work.
Teaching methods: interpretation, explanation, colloquium, interpretation, discussion

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the basis of a midterm test and a final written test. The assessment test will take place after the 10th topic and allows for 50 points of the overall course grade. The final test will take place in the exam period and allows for 50 points of the overall course grade. A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. A pass mark of at least 60 % is required to pass the course (at least 60 points). Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (mid-term test: less than 30 points; final test: less than 30 points). The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of the history of written Slovak to the required extent, logically arranges the facts presented, can persuasively critically and independently evaluate the acquired knowledge and creatively apply, adapt, innovate and propose procedures for working with the processes of the historical development of written Slovak in school practice, has the ability to creatively and independently solve individual tasks and assignments in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: the student has very good knowledge of the history of written Slovak to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge and is able to apply it very well

to adapt and innovate the procedures of working with the processes of the historical development of written Slovak in school practice, has the ability to independently solve individual tasks and assignments in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has good knowledge of the history of written Slovak to the required extent, organises the facts presented appropriately, can reliably apply the acquired knowledge and adapt existing procedures for working with the processes of the historical development of written Slovak in school practice, solves individual tasks and assignments reliably, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the history of written Slovak and to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of the processes of the historical development of written Slovak in school practice, satisfactorily solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the history of written Slovak to the required extent, can apply the acquired knowledge and existing procedures of working with the processes of the historical development of written Slovak in school practice and has deficiencies in the arrangement of facts, solves individual tasks and assignments at a satisfactory level, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the history of written Slovak to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in school practice, cannot solve individual tasks and assignments, cannot self-study.

Learning outcomes:

Learning outcomes are manifested in the actualizing application of knowledge in school practice and in its application in comprehensive education. The acquired knowledge forms a logical picture of the history and development of the national language, its application in literary communication and its functioning as a modern written means of expression. The graduate is able to evaluate in his/her working practice the individual historical stages of the development of the written Slovak language with regard to the productivity or unproductivity of certain rules and elements of the language. On the basis of the acquired knowledge, skills and competences, the student is able to logically interpret the established knowledge and contexts of the historical development of written Slovak in the educational process and in the context of cultural communication. On the basis of logically justified historical contexts about the history of the language, the student can analyse and critically evaluate new and comparatively acquired knowledge, apply it in the educational process and can transfer it to other areas of critical thinking about the history of the Slovak language and Slovak culture.
Knowledge, skills, competences can be creatively applied in the school environment in the position of a teacher of lower and higher secondary education. On the basis of problem-solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. He/she also has a number of transferable skills, e.g. analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills, etc.

Class syllabus:

1. Periodization of the history of written Slovak. Current interdisciplinary approaches to research on the history of Slovak.
2. Prehistoric period: pre-Great Moravian, Great Moravian and post-Great Moravian period of the history of the national language and the extinction of the Great Moravian tradition.
3. The pre-writing period. The emergence and development of Slovak nationality and Slovak writing, the use of the vernacular language, Latin, Church Slavonic, Czech, German in Slovak writing.
4. Formation of cultural pre-writing formations of the national language, the use of cultivated forms of Slovak, the language of the Church and the literary language of the Slovaks.
5. The Camaldolese Bible and the spread of the West Slovak variant. Orthography principles in the pre-writing period of the development of Slovak.
6. Bernolák's period. Orthography principles.
7. Štúr's codification. Orthography principles.
8. Reform, matrix and Martin period. Personalities of linguistics and main orthography principles.
9. The interwar period, a new stage in language policy. Personalities of linguistics.
10. History of Slovak language and personalities of Slovak linguistics after 1945. Socio-political contexts and written Slovak after 1968 and after 1993. Codification of the written language and codification manuals.
11. Characteristic features of language policy in the present: areas of practical use of knowledge from the history of Slovak language in the present in professional, popular and educational contexts.
The educational objective of the course will be to present a basic summary of the latest knowledge about the periodization stages and key moments in the history of the Slovak language. By completing the course, the student will gain an overview, acquire and remember the logical sequence of knowledge about the main historical-periodization stages in which Slovak was used in oral and written communication in the pre-writing and writing periods. Emphasis will be placed on the formation of cultural pre-writing formations of the national language, the emergence and use of a national, cultivated and codified form of Slovak as the existential form of the national language. The historical fate of the Slovak language from the founding Bernolak and Štúrovo codification to the current modern period will be brought to the fore. On the basis of the acquired knowledge, the student will be able to synoptically and systematically interpret the most important milestones in the historical development of the Slovak language and will be able to apply this knowledge in specific current culturally and socially determined situations, as well as in the educational process. The stratification of the topics of the course will enable the student to gradually acquire a basic overview of the history of Slovak language and the participation of dialect stratification in the cultivation and formation of the national linguistic awareness of Slovaks. The set of topics will provide the student with the necessary set of knowledge, supporting the formation of creative and synthesizing skills, which are necessary especially in terms of graduate profiling. Successful completion of the course will give the student the competence to orient himself/herself in the issues of the history of the national language and to think critically about the individual historical stages of Slovak linguistic thought. The course will create a space for a complementary and interdisciplinary approach necessary for the formation and development of a comprehensively prepared personality of the graduate, who, according to the profile, will possess skills focused on the history of research on the subject of his/her professional profile, with overlaps also into the areas of the development of the Slovak language, the history of written and literary culture and the history of linguistic thought. The student will acquire the prerequisites and motivation to develop the skills necessary for further self-study and critical thinking about the irreplaceable contribution of Slovaks in shaping the history of thinking about the national language also in the context of European cultural unity based on the diversity of languages and cultures.

The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge about the history of written Slovak. It will consolidate and develop the student's skills of formulation and argumentation. It will stimulate the ability to design and implement innovative solutions to professional problems on the basis of argumentative foundations, to modify one's knowledge in doing so, and to use creatively the appropriate and appropriate methods of the discipline. The student will also consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

KAČALA, J. – KRAJČOVIČ, R. 2011. Prehľad dejín spisovnej slovenčiny. 2. upravené a doplnené vydanie. Martin: Matica slovenská. 233 s. ISBN 978-80-8128-006-1.

PAULINY, E. 1983. Dejiny spisovnej slovenčiny od začiatkov po súčasnosť. Bratislava: Slovenské pedagogické nakladateľstvo. 254 s. (selected sections)

Recommended readings:

ŽEŇUCH, P. 2020. Byzantsko-slovanská tradícia v staršom období vývinu slovenskej kultúry. In: Konštantínove listy, roč. 13, č. 1, s. 112 – 125.

ŽEŇUCH, P. 2019. Staroslovienčina a cirkevná slovančina – lingua franca. In: Historická revue, roč. 30, č. 6, s. 6 – 11.

ŽEŇUCH, P. 2016. Formovanie byzantsko-slovanskej konfesionálnej identity v staršom období slovenských kultúrnych dejín. In: Konštantínove listy, roč. 9, č. 1, s. 199 – 209.
Available on: http://www.constantinesletters.ukf.sk/images/issues/2016_v9_iss1/CL_v9_iss1_199to209.pdf

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 226

A	ABS	B	C	D	E	FX
33,63	0,0	30,09	20,8	9,73	4,42	1,33

Lecturers: prof. PhDr. Peter Žeňuch, DrSc.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde011/22	History of standard Slovak

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organisational form: 2 hours per week lecture and seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 28 hours of preparation in the form of self-study of literature; 30 hours of preparation for the midterm test and 40 hours of preparation for the exam; total 120 hours of student work.
Teaching methods: interpretation, explanation, colloquium, interpretation, discussion

Number of credits: 4

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the basis of a midterm test and a final written test. The assessment test will take place after the 10th topic and allows for 50 points of the overall course grade. The final test will take place in the exam period and allows for 50 points of the overall course grade. A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. A pass mark of at least 60 % is required to pass the course (at least 60 points). Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (mid-term test: less than 30 points; final test: less than 30 points). The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of the history of written Slovak to the required extent, logically arranges the facts presented, can persuasively critically and independently evaluate the acquired knowledge and creatively apply, adapt, innovate and propose procedures for working with the processes of the historical development of written Slovak in school practice, has the ability to creatively and independently solve individual tasks and assignments in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: the student has very good knowledge of the history of written Slovak to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge and is able to apply it very well

to adapt and innovate the procedures of working with the processes of the historical development of written Slovak in school practice, has the ability to independently solve individual tasks and assignments in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has good knowledge of the history of written Slovak to the required extent, organises the facts presented appropriately, can reliably apply the acquired knowledge and adapt existing procedures for working with the processes of the historical development of written Slovak in school practice, solves individual tasks and assignments reliably, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the history of written Slovak and to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of the processes of the historical development of written Slovak in school practice, satisfactorily solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the history of written Slovak to the required extent, can apply the acquired knowledge and existing procedures of working with the processes of the historical development of written Slovak in school practice and has deficiencies in the arrangement of facts, solves individual tasks and assignments at a satisfactory level, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the history of written Slovak to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in school practice, cannot solve individual tasks and assignments, cannot self-study.

Learning outcomes:

Learning outcomes are manifested in the actualizing application of knowledge in school practice and in its application in comprehensive education. The acquired knowledge forms a logical picture of the history and development of the national language, its application in literary communication and its functioning as a modern written means of expression. The graduate is able to evaluate in his/her working practice the individual historical stages of the development of the written Slovak language with regard to the productivity or unproductivity of certain rules and elements of the language. On the basis of the acquired knowledge, skills and competences, the student is able to logically interpret the established knowledge and contexts of the historical development of written Slovak in the educational process and in the context of cultural communication. On the basis of logically justified historical contexts about the history of the language, the student can analyse and critically evaluate new and comparatively acquired knowledge, apply it in the educational process and can transfer it to other areas of critical thinking about the history of the Slovak language and Slovak culture.
Knowledge, skills, competences can be creatively applied in the school environment in the position of a teacher of lower and higher secondary education. On the basis of problem-solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. He/she also has a number of transferable skills, e.g. analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills, etc.

Class syllabus:

1. Periodization of the history of written Slovak. Current interdisciplinary approaches to research on the history of Slovak.
2. Prehistoric period: pre-Great Moravian, Great Moravian and post-Great Moravian period of the history of the national language and the extinction of the Great Moravian tradition.
3. The pre-writing period. The emergence and development of Slovak nationality and Slovak writing, the use of the vernacular language, Latin, Church Slavonic, Czech, German in Slovak writing.
4. Formation of cultural pre-writing formations of the national language, the use of cultivated forms of Slovak, the language of the Church and the literary language of the Slovaks.
5. The Camaldolese Bible and the spread of the West Slovak variant. Orthography principles in the pre-writing period of the development of Slovak.
6. Bernolák's period. Orthography principles.
7. Štúr's codification. Orthography principles.
8. Reform, matrix and Martin period. Personalities of linguistics and main orthography principles.
9. The interwar period, a new stage in language policy. Personalities of linguistics.
10. History of Slovak language and personalities of Slovak linguistics after 1945. Socio-political contexts and written Slovak after 1968 and after 1993. Codification of the written language and codification manuals.
11. Characteristic features of language policy in the present: areas of practical use of knowledge from the history of Slovak language in the present in professional, popular and educational contexts.
The educational objective of the course will be to present a basic summary of the latest knowledge about the periodization stages and key moments in the history of the Slovak language. By completing the course, the student will gain an overview, acquire and remember the logical sequence of knowledge about the main historical-periodization stages in which Slovak was used in oral and written communication in the pre-writing and writing periods. Emphasis will be placed on the formation of cultural pre-writing formations of the national language, the emergence and use of a national, cultivated and codified form of Slovak as the existential form of the national language. The historical fate of the Slovak language from the founding Bernolak and Štúrovo codification to the current modern period will be brought to the fore. On the basis of the acquired knowledge, the student will be able to synoptically and systematically interpret the most important milestones in the historical development of the Slovak language and will be able to apply this knowledge in specific current culturally and socially determined situations, as well as in the educational process. The stratification of the topics of the course will enable the student to gradually acquire a basic overview of the history of Slovak language and the participation of dialect stratification in the cultivation and formation of the national linguistic awareness of Slovaks. The set of topics will provide the student with the necessary set of knowledge, supporting the formation of creative and synthesizing skills, which are necessary especially in terms of graduate profiling. Successful completion of the course will give the student the competence to orient himself/herself in the issues of the history of the national language and to think critically about the individual historical stages of Slovak linguistic thought. The course will create a space for a complementary and interdisciplinary approach necessary for the formation and development of a comprehensively prepared personality of the graduate, who, according to the profile, will possess skills focused on the history of research on the subject of his/her professional profile, with overlaps also into the areas of the development of the Slovak language, the history of written and literary culture and the history of linguistic thought. The student will acquire the prerequisites and motivation to develop the skills necessary for further self-study and critical thinking about the irreplaceable contribution of Slovaks in shaping the history of thinking about the national language also in the context of European cultural unity based on the diversity of languages and cultures.

The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge about the history of written Slovak. It will consolidate and develop the student's skills of formulation and argumentation. It will stimulate the ability to design and implement innovative solutions to professional problems on the basis of argumentative foundations, to modify one's knowledge in doing so, and to use creatively the appropriate and appropriate methods of the discipline. The student will also consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

KAČALA, J. – KRAJČOVIČ, R. 2011. Prehľad dejín spisovnej slovenčiny. 2. upravené a doplnené vydanie. Martin: Matica slovenská. 233 s. ISBN 978-80-8128-006-1.

PAULINY, E. 1983. Dejiny spisovnej slovenčiny od začiatkov po súčasnosť. Bratislava: Slovenské pedagogické nakladateľstvo. 254 s. (selected sections)

Recommended readings:

ŽEŇUCH, P. 2020. Byzantsko-slovanská tradícia v staršom období vývinu slovenskej kultúry. In: Konštantínove listy, roč. 13, č. 1, s. 112 – 125.

ŽEŇUCH, P. 2019. Staroslovienčina a cirkevná slovančina – lingua franca. In: Historická revue, roč. 30, č. 6, s. 6 – 11.

ŽEŇUCH, P. 2016. Formovanie byzantsko-slovanskej konfesionálnej identity v staršom období slovenských kultúrnych dejín. In: Konštantínove listy, roč. 9, č. 1, s. 199 – 209.
Available on: http://www.constantinesletters.ukf.sk/images/issues/2016_v9_iss1/CL_v9_iss1_199to209.pdf

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 226

A	ABS	B	C	D	E	FX
33,63	0,0	30,09	20,8	9,73	4,42	1,33

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde014/22	**Course title:** Inclusive education
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	

Course requirements:

Prerequisites for successful completion of the course:
The course ends with an assessment, weighting of the interim and final assessment 100/0
- participation in class or active involvement in discussions (30 points);
- group presentation of a selection of topics (30 points)
The individual groups will be divided according to the following topics: 1) Inclusive education and the Dalton Plan; 2) Inclusive education and Maria Montessori's Pedagogy; 3) Inclusive education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for Inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice.
- group seminar paper on the topic of the presentation (40 points)
The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to Inclusive education with a focus on the second level of primary and/ or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to Inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole.
The rating is awarded on a scale:
A 100 - 91% (excellent - outstanding results),
B 90 - 81% (very good - above average standard),
C 80 - 73% (good - normal reliable operation),
D 72 - 66% (satisfactory - acceptable results),
E 65 - 60% (sufficient - results meet minimum criteria),

Fx 59% or less (insufficient).
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
For a grade of A, the student needs to produce consistently excellent results, be capable of independent study, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of Inclusive education and can apply it in his/her pedagogical practice. At the same time, students are able to work in a team and collaborate on assignments.
A grade of B means that the student achieved above average results throughout the semester, was able to study independently, knows basic information about Inclusive education , can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are also shortcomings in his critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.
A grade of C means that the student has performed standardly well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
The grade D means that the student was less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, as well as in group work, cannot critically analyze information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge in the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the training is for students to understand the differences between school integration and inclusion and to acquire relevant theoretical knowledge and practical skills related to the concept of Inclusive education for children with disabilities or with any social, cultural, linguistic, health and other disadvantages in mainstream education. The graduate will gain insight into the sociological critique of special pedagogy and the potential for using the knowledge of special pedagogy and various other pedagogical approaches in Inclusive education and be able to critically evaluate their usefulness or, conversely, their risks. The student will also be briefly acquainted with the specifics of education (with regard to individual disabilities or disadvantages) in the mainstream school system. They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
Brief outline of the course:
1. Defining Inclusive education and the arguments for and against Inclusive education;
2. Disability and ethnicity as social constructs;
3. The difference between inclusion and integration;
4. The relationship of Inclusive education to special education;
5. Inclusion index and teacher collaboration;

6. The inclusion index and collaboration with parents as a tool for inclusion;
7. National and international legal documents on Inclusive education;
8. Systemic mechanisms leading to segregation of children with special educational needs and Roma children;
9. Examples of good practice of inclusive schools in Slovakia;
10. Examples of good practice in Inclusive education: the Dalton Plan and Inclusive education; Maria Montessori pedagogy and Inclusive education; Susan Kovalik's Integrated Thematic Teaching and Inclusive education; other alternative pedagogical approaches and Inclusive education.

Recommended literature:

Recommended reading:

BAGALOVÁ, Ľ., BIZÍKOVÁ, Ľ., FATULOVÁ. Z. (2015). Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: ŠPÚ, 154 s. ISBN: 978-80-8118-143-6 https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf

BOOTH, T., AINSCOW, M. (2019). Index inklúzie: Príručka na rozvoj škôl s dôrazom na inklzívne hodnoty. Bratislava: Nadácia pre deti Slovenska, 244 s. ISBN: 978-80-89403-19-6 https://www.ktochyba.sk/skola/dockali-sme-sa-slovenskeho-vydania-1

DRÁĽ, P., FINDÓR A. eds., (2008). Ako skúmať národ: Deväť štúdií o etnicite a nacionalizme. Brno: Tribun EU. s. 188-224. ISBN 978-80-7399-752-6 http://forumhistoriae.sk/documents/10180/20872/ako_skumat_narod.pdf

HALL, R., DRÁĽ, P., FRIDRICHOVÁ, P., HAPALOVÁ, M., LUKÁČ, S., MIŠKOLCI, J., VANČÍKOVÁ, K. ed., (2019). Analýza zistení o stave školstva na Slovensku. Bratislava: MESA 10 https://analyza.todarozum.sk/docs/19070214440001hmj1/

HAPALOVÁ, M., KRIGLEROVÁ, E. G. (2013). O krok bližšie k inklúzii. Bratislava: Člověk v tísni Slovensko a CVEK, 352 s. ISBN: 978-80-971343-0-3, http://cvek.sk/o-krok-blizsie-k-inkluzii/

HORŇÁKOVÁ, M. (2014). Kroky k inkluzívnej škole. Ružomberok: Verbum. 160 s. ISBN: 978-80-561-0187-2

JURSOVÁ ZACHAROVÁ, Z, LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave.199 s. ISBN 978-80-223-4814-0 https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf

KRHUTOVÁ, L. (2013). Úvod do disability studies. Ostrava: Ostravská univezita v Ostravě, 154 s. ISBN 978-80-7464-288-3

KRIGLEROVÁ, E. G. ed., (2015). Kľukaté cesty k inklúzii na Slovensku. Bratislava: CVEK, 85 s. http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd_.pdf

KRIGLEROVÁ, E. G., GAŽOVIČOVÁ, T. eds. (2012). Škola pre všetkých? Inkluzívnosť opatrení vo vzťahu k rómskym deťom. Bratislava: CVEK. 107 s. ISBN: 978-80-970711-4-1 http://cvek.sk/skola-pre-vsetkych-inkluzivnost-opatreni-vo-vztahu-k-romskym-detom/

LECHTA, V. ed., (2010). Základy inkluzivní pedagogiky: Díte s postižením, narušením a ohrožením ve škole. Praha: Portál, 440 s. ISBN: 978-80-7367-679-7

VANČÍKOVÁ, K., SABO, R. a kol. (2018). Inkluzívne vzdelávanie – Skúsenosť slovenských škôl. Banská Bystrica: Belianum, ISBN: 978-80-557-1481-3

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 157

A	ABS	B	C	D	E	FX
42,04	0,0	37,58	12,1	3,82	1,27	3,18

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde014/22	Inclusive education

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course ends with an assessment, weighting of the interim and final assessment 100/0
- participation in class or active involvement in discussions (30 points);
- group presentation of a selection of topics (30 points)
The individual groups will be divided according to the following topics: 1) Inclusive education and the Dalton Plan; 2) Inclusive education and Maria Montessori's Pedagogy; 3) Inclusive education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for Inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice.
- group seminar paper on the topic of the presentation (40 points)
The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to Inclusive education with a focus on the second level of primary and/ or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to Inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole.
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E 65 - 60% (sufficient - results meet minimum criteria),

Fx 59% or less (insufficient).
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For a grade of A, the student needs to produce consistently excellent results, be capable of independent study, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of Inclusive education and can apply it in his/her pedagogical practice. At the same time, students are able to work in a team and collaborate on assignments.
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A grade of C means that the student has performed standardly well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
The grade D means that the student was less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, as well as in group work, cannot critically analyze information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge in the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the training is for students to understand the differences between school integration and inclusion and to acquire relevant theoretical knowledge and practical skills related to the concept of Inclusive education for children with disabilities or with any social, cultural, linguistic, health and other disadvantages in mainstream education. The graduate will gain insight into the sociological critique of special pedagogy and the potential for using the knowledge of special pedagogy and various other pedagogical approaches in Inclusive education and be able to critically evaluate their usefulness or, conversely, their risks. The student will also be briefly acquainted with the specifics of education (with regard to individual disabilities or disadvantages) in the mainstream school system. They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
Brief outline of the course:
1. Defining Inclusive education and the arguments for and against Inclusive education;
2. Disability and ethnicity as social constructs;
3. The difference between inclusion and integration;
4. The relationship of Inclusive education to special education;
5. Inclusion index and teacher collaboration;

6. The inclusion index and collaboration with parents as a tool for inclusion;
7. National and international legal documents on Inclusive education;
8. Systemic mechanisms leading to segregation of children with special educational needs and Roma children;
9. Examples of good practice of inclusive schools in Slovakia;
10. Examples of good practice in Inclusive education: the Dalton Plan and Inclusive education; Maria Montessori pedagogy and Inclusive education; Susan Kovalik's Integrated Thematic Teaching and Inclusive education; other alternative pedagogical approaches and Inclusive education.

Recommended literature:

Recommended reading:

BAGALOVÁ, Ľ., BIZÍKOVÁ, Ľ., FATULOVÁ. Z. (2015). Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: ŠPÚ, 154 s. ISBN: 978-80-8118-143-6 https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf

BOOTH, T., AINSCOW, M. (2019). Index inklúzie: Príručka na rozvoj škôl s dôrazom na inklzívne hodnoty. Bratislava: Nadácia pre deti Slovenska, 244 s. ISBN: 978-80-89403-19-6 https://www.ktochyba.sk/skola/dockali-sme-sa-slovenskeho-vydania-1

DRÁĽ, P., FINDÓR A. eds., (2008). Ako skúmať národ: Deväť štúdií o etnicite a nacionalizme. Brno: Tribun EU. s. 188-224. ISBN 978-80-7399-752-6 http://forumhistoriae.sk/documents/10180/20872/ako_skumat_narod.pdf

HALL, R., DRÁĽ, P., FRIDRICHOVÁ, P., HAPALOVÁ, M., LUKÁČ, S., MIŠKOLCI, J., VANČÍKOVÁ, K. ed., (2019). Analýza zistení o stave školstva na Slovensku. Bratislava: MESA 10 https://analyza.todarozum.sk/docs/190702144400001hmj1/

HAPALOVÁ, M., KRIGLEROVÁ, E. G. (2013). O krok bližšie k inklúzii. Bratislava: Člověk v tísni Slovensko a CVEK, 352 s. ISBN: 978-80-971343-0-3, http://cvek.sk/o-krok-blizsie-k-inkluzii/

HORŇÁKOVÁ, M. (2014). Kroky k inkluzívnej škole. Ružomberok: Verbum. 160 s. ISBN: 978-80-561-0187-2

JURSOVÁ ZACHAROVÁ, Z, LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave.199 s. ISBN 978-80-223-4814-0 https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf

KRHUTOVÁ, L. (2013). Úvod do disability studies. Ostrava: Ostravská univezita v Ostravě, 154 s. ISBN 978-80-7464-288-3

KRIGLEROVÁ, E. G. ed., (2015). Kľukaté cesty k inklúzii na Slovensku. Bratislava: CVEK, 85 s. http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd_.pdf

KRIGLEROVÁ, E. G., GAŽOVIČOVÁ, T. eds. (2012). Škola pre všetkých? Inkluzívnosť opatrení vo vzťahu k rómskym deťom. Bratislava: CVEK. 107 s. ISBN: 978-80-970711-4-1 http://cvek.sk/skola-pre-vsetkych-inkluzivnost-opatreni-vo-vztahu-k-romskym-detom/

LECHTA, V. ed., (2010). Základy inkluzivní pedagogiky: Díte s postižením, narušením a ohrožením ve škole. Praha: Portál, 440 s. ISBN: 978-80-7367-679-7

VANČÍKOVÁ, K., SABO, R. a kol. (2018). Inkluzívne vzdelávanie – Skúsenosť slovenských škôl. Banská Bystrica: Belianum, ISBN: 978-80-557-1481-3

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 157

A	ABS	B	C	D	E	FX
42,04	0,0	37,58	12,1	3,82	1,27	3,18

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde023/22	Intercultural Approach in Language Teaching

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-class, combined
Number of hours: 2 per week, 22 per semester
Student workload: 50 hours in total
Direct teaching = 22 h, continuous home preparation = 19 h, preparation for presentation and progress test = 9 h, or project design and progress test = 9 h
Teaching methods:
Lecture, dialogic methods (debate, discussion, colloquium), analysis of video recordings (film extracts based on literary works and relevant social events), students´ presentation of their own conclusions, guided self-study.

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%):
Presentation (25 points/25%) and progress test (75 points/75%)
OR
Project (25 points/25%) and progress test (75 points/75%)
The student, in cooperation with the teacher, chooses the method of continuous assessment: presentation of the selected topic in the form of a ppt presentation and guided discussion on the topic, during which he/she presents a topic with sources, displays presentation skills in English and the ability to manage the discussion and a progress test, or:
Project design and a progress test during the semester.
In the presentation, the student orally presents the didactic processing of the given topic. In the project, the student presents a written didactic application of the topic. The progress test is aimed at determining the theoretical knowledge and the ability to apply it practically to a selected social

phenomenon of Anglophone culture, its critical evaluation and the creation of an attitude towards the topic, or creative application of the topic for the purposes of pedagogical application.
Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69%–0% FX
Grade A (excellent): The student masters the terminology of cultural studies (e.g. terms such as culture - open, closed; identity - personal, national, collective, etc.). He/she understands the historical and social context of English colonization in 19th century and its impact on world/ Anglophone migration policy. He/she knows key works and personalities of the cultural life of the Anglophone world. He/she can comparatively evaluate key institutions and organizations of the Anglophone world (Great Britain, USA and Canada). He/she can apply all studied terms to a literary work, text or a cultural topic. In the presentation, he/she presents the selected topic without errors and inaccuracies, competently manages the discussion. In the project, he/she processes the selected topic in a visually attractive way in a visual and graphic way (e.g. as a poster) and prepares a lesson plan for the given topic, meeting didactic requirements.
Grade B (very good): The student has mastered the essential knowledge of the discipline and can apply all studied terms to a cultural topic. In the presentation, he/she presents the selected topic without significant errors and inaccuracies, competently manages the discussion. In the project, he/she processes the selected topic in an attractive visual and graphic way (e.g. as a poster) and prepares a lesson plan for the given topic, meeting didactic requirements. In the presentation, he/she presents the selected topic with a minimum of errors and inaccuracies, competently manages the discussion).
Grade C (good): The student has mastered the essential knowledge of the discipline and can apply all studied terms to a cultural topic. In the project, he/she presents the selected topic in a visual and graphic way (e.g. as a poster) and prepare a lesson plan for the given topic, generally meeting didactic requirements. In the presentation, he/she presents the selected topic with few errors and inaccuracies, satisfactorily manages the discussion).
Grade D (satisfactory): The student has mastered the essential knowledge of the discipline and can apply all studied terms to a cultural topic. In the project, he/she can present the selected topic in a graphically unattractive way and prepare a lesson plan for the given topic, which, however, does not meet several didactic requirements. In the presentation, he presents the selected topic with several errors, typos, inaccuracies and manages the discussion less effectively).
Grade E (sufficient): The student has mastered the essential knowledge of the discipline and can apply all studied terms to a cultural topic. In the project, he/she processes the selected topic in a graphically unattractive way and prepares a lesson plan for the given topic, which does not meet numerous didactic requirements, is dull and uninventive. In the presentation, he presents the selected topic unsatisfactorily, he/she manages the discussion ineffectively).
Scale of assessment (preliminary/final): Continuous assessment (100%): Presentation (25 points/25%) and progress test (75 points/75%) OR Project (25 points/25%) and progress test (75 points/75%) The student, in cooperation with the teacher, chooses the method of continuous assessment: presentation of the selected topic in the form of a ppt presentation and guided discussion on the topic, during which he/she presents a topic with sources, displays presentation skills in English and the ability to manage the discussion and a progress test, or: Project design and a progress test during the semester. In the presentation, the student orally presents the didactic processing of the given topic. In the project, the student presents a written didactic application of the topic. The progress test is aimed at determining the theoretical knowledge and the ability to apply it practically to a selected social phenomenon of Anglophone culture, its critical evaluation and the creation of an attitude towards the topic, or creative application of the topic for the purposes of pedagogical application.

Learning outcomes:

Objectives and learning outcomes:
This course focuses on the acquisition of the following knowledge, skills and competences, as stipulated in the graduate profile (part: goals of education):
Knowledge:
The student…:
- is aware of the core knowledge of the discipline "Intercultural Studies" and intercultural approach in language education, and in context-related information,
- understands the principles upon which migration occurs, as well as multiculturalism, "otherness" and other related terms: culture shock, racism, positive and negative discrimination, etc.,
- is aware of the strategies of teaching in a multicultural class (fair representation, etc.), development of language and literature,
- can interpret, explicate and compare studied works, can synthetize from various sources, and implement these to the process of teaching,
- is aware of the pedagogical context of literature and implementation of literature to EFL teaching,
- can apply the terminology to a#specific text and plan a#lesson where language is taught as a#part of culture.
Skills:
The student…:
- is able to use artistic (primary) and academic (secondary) literary sources, can also use artistic literature and authentic materials, and use them for the purposes of EFL teaching,
- can analyse, evaluate and create various teaching materials supporting the aim of the lesson with regards to the specificity of various classes,
- can analyse the latest knowledge of the discipline, can apply analytical-critical and linguistic thinking, leading to creativity and empathy,
- is cultivating skills to communicate fluently on professional aspects of culture in English at C1 level,
- has acquired digital skills, can search for relevant information in the digital space and work in the digital learning environment Moodle, presentation skill and project designing skills.
Competences:
The student…:
- is able to argue, present and defend his/her opinions and positions, can communicate effectively in a group,
- can effectively communicate and solve professional problems as a part of team,
- has developed his/her metacognitive awareness, effectively guides his/her self-study, can respect psychic hygiene principles,
- knows how to autonomously plan and organize his/her education and can self-navigate his/her further education,
- can use information and communication technologies in EFL learning, in professional and other communication and in their further study,
- has acquired intercultural competences and competences for intercultural approach in EFL teaching,
- has gained prerequisites for his/her active involvement in professional life.

Class syllabus:
Course contents:
Main themes of the course:
Introduction to intercultural studies, philosophy, content and methods of the cultural studies. Terminology of cultural studies: identity, culture, otherness, intercultural competence, sensitivity and cultural intelligence. Teaching strategies in a multicultural classroom, intercultural approach in language education.

Cultural differences between Western countries and countries of the former Eastern bloc and didactic implementation of the topic.
What is culture shock and how to manage it? (includes didactic implementation of the topic).
Intercultural comparative studies - comparative analysis of the EU and North America (geography, politics, media, art) and didactic implementation of the topic.
The experience of otherness - migration, emigration, immigration through the eyes of Slovaks abroad - oral histories and artistic rendering of migration and didactic implementation of the topic.
Pedagogical implications of the subject, didactic implementation of culture-related topics.
Through the aforementioned subject contents and via the aforementioned educational methods, students acquire knowledge, develop their didactic skills and competences corresponding to the bachelor profile of a graduate in the study program English language and literature teaching (combination).

Recommended literature:

Compulsory readings:
JAVORČÍKOVÁ, J. and DOVE, M. E. (2019). Explorations in American Life and Culture. Banská Bystrica: Belianum. https://doi.org/10.24040/2021.9788055718606.
JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2020). Voices from beyond: A modern coursebook of cultural studies for philologists, with a focus on (e)migration as a political, ethical, linguistic and cultural phenomenon in the era of globalization. Bratislava: Z-F Lingua.
JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2019). CLIL: Conceptual differences in teaching "realia" to philological and non-philological students. In Journal of Language and Cultural Education. JoLaCE. De Gruyter Open, Vol. 7, no. 3, pp. 18–34.
Recommended readings:
BARKER, CH. (2011). Cultural Studies. New York: Sage. (Chapters 1–4)
HANESOVÁ, D. (2014). From Learning Facts to Learning to Think. Banská Bystrica: PF..
PECNÍKOVÁ, J., PONDELÍKOVÁ, I. and MALIŠOVÁ, D. (2021). Kultúra – identita – občianstvo v kontexte transformácie Slovenska 15 rokov po vstupe do EÚ. Banská Bystrica: Koprint.
ZELENKOVÁ, A. and HANESOVÁ, D. (2019). Intercultural Competence of University Teachers: A Challenge for Internalisation. In JoLaCe. No. 7, Vol. 1, pp. 1–18. https://doi.org/10.2478/jolace-2019-0001
ZELENKOVÁ, A. (2019). Intercultural Relations in Business. Banská Bystrica: Belianum.
The aforementioned sources are available in Slovak libraries and bookstores.

Languages necessary to complete the course:
English, Slovak

Notes:
Maximum of 20 students in a group.

Past grade distribution
Total number of evaluated students: 22

A	ABS	B	C	D	E	FX
18,18	0,0	9,09	27,27	36,36	0,0	9,09

Lecturers:

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde049/22	Language in Use - Conversation C1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester:

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 1

A	ABS	B	C	D	E	FX
0,0	0,0	100,0	0,0	0,0	0,0	0,0

Lecturers:

Last change: 04.07.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde021/22	**Course title:** Learning theories and concepts of teaching
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	

Course requirements:

Prerequisites for successful completion of the course:
The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester (basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade.
Characteristics of student performance:
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student is able to critically, factually assess and evaluate solutions presented by others.
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized

way, is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current learning theories and teaching concepts, but lacks critical evaluation.
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development with own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, orientation in the current learning theories and teaching concepts, critical assessment and evaluation is completely absent.
E (65-60%, sufficient - results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts in terms of correctness, there is no critical analysis and development of own ideas, orientation in current learning theories and teaching concepts is limited to specific areas, there is no critical evaluation and generalization.
Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in current learning theories and teaching concepts is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning objectives and outcomes:
By completing the course, students will acquire knowledge about pedagogical theories, concepts of learning (to learn). Students will be able to use their knowledge of learning theories in planning and conducting a teaching unit. By completing the course, the student will be competent to carry out analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development based on cognition and (self-)reflection, will know and be able to apply (in specific micro-course outcomes) the theories, concepts, resources, strategies and methods necessary for this.
Transferable competences:
In solving, presenting and discussing the results of the continuous and semester assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice. Students will know and be able to apply theories, concepts, strategies and methods for the continuous development of intra and interpersonal communicative, organizational, (self-)cognitive competences.

Class syllabus:

Brief outline of the course:
The contents of the course are theories of learning, which can be understood as the basis for the design of teaching in which learning will take place. After an introduction to the learning process, students will be introduced to associative learning theory, behavioural theories of learning, constructivist theories and social learning theories. For each theory, the focus will be on the actual application of knowledge to the planning and delivery of instruction. Students will understand the basic principles and be able to identify and analyse different theories in terms of school and didactic practice.

In addition to traditional theories of learning and concepts of teaching, students will also become familiar with current and alternative theories of the 20th and 21st centuries, which can be classified as modern approaches in education in the theoretical background of Slovak and foreign authors.
Topics:
1. An introduction to learning theories and concepts of teaching. Basic concepts, terminology. Overview of all learning theories.
2. Selected teaching concepts. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist and constructionist concepts of teaching; Constructivism and constructionism as a theory of cognition; Foundations of constructivism/constructionism and socio-cognitive constructivism/constructionism in the theories of J. Piaget and L. S. Vygotsky, K.R. Popper. Didactic application in teaching.
3. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching.
4. Modern approaches in education - strategies and methods The concept of activating teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, Determination of the optimal choice of methods.
5. A review of current and alternative learning theories.

Recommended literature:

Recommended reading:
Compulsory reading:
TOTHOVÁ R., KOSTRUB, D., FERKOVÁ Š. (2017). Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0 (kapitoly: 5. s. 104-131; 6. s. 132 –179; 8. s.199-223)
Recommended reading:
BERTRAND, Y. (1998). Soudobé teorie vzdělávání. Praha: Portál, 248 s. ISBN 80-7178-216-5
ČAPEK, R. (2015). Moderní didaktika. 1. vydání. Praha: Grada Publishing, a. s., 608 s. ISBN 978-80-247-3450-7
FISHER, R. (2011). Učíme děti myslet a učit se. Praha: Portál, 176 s. ISBN 978-80-26200-43-7
HANULIAKOVÁ, J. Aktivizujúce vyučovanie. 1. vydanie. Bratislava: PhDr. Milan Štefanko – IRIS, 2015. 127 s. ISBN 978-80-8153-036-4
KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS, 169 s. ISBN 978-80-89055-87-6
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017, Brno: Masarykova univerzita, s. 843-852. ISBN 978-80-87952-22-1.
ROVŇANOVÁ, L. (2015). Vyučovacie prístupy v pregraduálnej príprave budúcich učiteľov. In: Edukácia, ročník 1, číslo 1, 2015, s. 225-234
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Analýza využívania aktivizujúcich metód. Bratislava: Univerzita Komenského, 146 s., ISBN 978-80-223-4817
TÓTHOVÁ, R. (2014). Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Metodicko pedagogické centrum, 90 s. Bratislava. ISBN: 978-80-565-0004-0
ZELINA, M. (2000). Alternatívne školstvo. Bratislava: IRIS, 255 s. ISBN 80-88778-98-0
ZORMANOVÁ, L. (2012). Výukové metody v pedagogice. Praha: Grada Publishing, a. s., 160 s. ISBN 978-80-247-4100-0

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 969

A	ABS	B	C	D	E	FX
58,2	0,0	22,29	10,73	4,02	2,37	2,37

Lecturers: Ing. Eva Tóblová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde021/22	Learning theories and concepts of teaching

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester (basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade.
Characteristics of student performance:
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student is able to critically, factually assess and evaluate solutions presented by others.
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized

way, is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current learning theories and teaching concepts, but lacks critical evaluation.
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development with own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, orientation in the current learning theories and teaching concepts, critical assessment and evaluation is completely absent.
E (65-60%, sufficient - results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts in terms of correctness, there is no critical analysis and development of own ideas, orientation in current learning theories and teaching concepts is limited to specific areas, there is no critical evaluation and generalization.
Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in current learning theories and teaching concepts is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning objectives and outcomes:
By completing the course, students will acquire knowledge about pedagogical theories, concepts of learning (to learn). Students will be able to use their knowledge of learning theories in planning and conducting a teaching unit. By completing the course, the student will be competent to carry out analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development based on cognition and (self-)reflection, will know and be able to apply (in specific micro-course outcomes) the theories, concepts, resources, strategies and methods necessary for this.
Transferable competences:
In solving, presenting and discussing the results of the continuous and semester assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice. Students will know and be able to apply theories, concepts, strategies and methods for the continuous development of intra and interpersonal communicative, organizational, (self-)cognitive competences.

Class syllabus:

Brief outline of the course:
The contents of the course are theories of learning, which can be understood as the basis for the design of teaching in which learning will take place. After an introduction to the learning process, students will be introduced to associative learning theory, behavioural theories of learning, constructivist theories and social learning theories. For each theory, the focus will be on the actual application of knowledge to the planning and delivery of instruction. Students will understand the basic principles and be able to identify and analyse different theories in terms of school and didactic practice.

In addition to traditional theories of learning and concepts of teaching, students will also become familiar with current and alternative theories of the 20th and 21st centuries, which can be classified as modern approaches in education in the theoretical background of Slovak and foreign authors.
Topics:
1. An introduction to learning theories and concepts of teaching. Basic concepts, terminology. Overview of all learning theories.
2. Selected teaching concepts. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist and constructionist concepts of teaching; Constructivism and constructionism as a theory of cognition; Foundations of constructivism/constructionism and socio-cognitive constructivism/constructionism in the theories of J. Piaget and L. S. Vygotsky, K.R. Popper. Didactic application in teaching.
3. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching.
4. Modern approaches in education - strategies and methods The concept of activating teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, Determination of the optimal choice of methods.
5. A review of current and alternative learning theories.

Recommended literature:

Recommended reading:
Compulsory reading:
TOTHOVÁ R., KOSTRUB, D., FERKOVÁ Š. (2017). Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0 (kapitoly: 5. s. 104-131; 6. s. 132 –179; 8. s.199-223)
Recommended reading:
BERTRAND, Y. (1998). Soudobé teorie vzdělávání. Praha: Portál, 248 s. ISBN 80-7178-216-5
ČAPEK, R. (2015). Moderní didaktika. 1. vydání. Praha: Grada Publishing, a. s., 608 s. ISBN 978-80-247-3450-7
FISHER, R. (2011). Učíme děti myslet a učit se. Praha: Portál, 176 s. ISBN 978-80-26200-43-7
HANULIAKOVÁ, J. Aktivizujúce vyučovanie. 1. vydanie. Bratislava: PhDr. Milan Štefanko – IRIS, 2015. 127 s. ISBN 978-80-8153-036-4
KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS, 169 s. ISBN 978-80-89055-87-6
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017, Brno: Masarykova univerzita, s. 843-852. ISBN 978-80-87952-22-1.
ROVŇANOVÁ, L. (2015). Vyučovacie prístupy v pregraduálnej príprave budúcich učiteľov. In: Edukácia, ročník 1, číslo 1, 2015, s. 225-234
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Analýza využívania aktivizujúcich metód. Bratislava: Univerzita Komenského, 146 s., ISBN 978-80-223-4817
TÓTHOVÁ, R. (2014). Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Metodicko pedagogické centrum, 90 s. Bratislava. ISBN: 978-80-565-0004-0
ZELINA, M. (2000). Alternatívne školstvo. Bratislava: IRIS, 255 s. ISBN 80-88778-98-0
ZORMANOVÁ, L. (2012). Výukové metody v pedagogice. Praha: Grada Publishing, a. s., 160 s. ISBN 978-80-247-4100-0

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 969

A	ABS	B	C	D	E	FX
58,2	0,0	22,29	10,73	4,02	2,37	2,37

Lecturers: Ing. Eva Tóblová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde013/22	Linguistic Analysis of Texts I

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 56 hours in total
Direct teaching = 22 h, home preparation for class (revision + homework) = 10 h. first in-semester practical test (text analysis) = 12 h., second in-semester practical test (text analysis) = 12 h
Teaching methods:
Review of basic lexical concepts, pair work, discussion of the topic, lexical analysis of short authentic texts, comparison of lexical phenomena in English and Slovak, building strategies for lexical analysis of text

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites: PdF.KAJL/M-ANGde001/22 - English Lexicology

Recommended prerequisites:
M-ANGde001 Lexicology of the English Language

Course requirements:
Course completion requirements:
Continuous assessment (100 percent):
1. In-semester test (50%)
2. In-semester test (50%)
Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX
Grade A (excellent): The student independently analyses an unfamiliar English text, can find different types of word formation in the text, can correctly determine the motivation of words, can correctly identify different types of semantic shifts in the text, can find and correctly classify words from a stylistic point of view, can find collocations and idioms in the text and correctly classify them.
Grade B (very good): The student independently analyses an unfamiliar English text, can find different types of word formation in the text, can correctly determine the motivation of most words, correctly identifies several types of semantic shifts in the text, can find and correctly identify words

from a stylistic point of view, can find collocations and idioms in the text and correctly classify them.
Grade C (good): The student analyses an unfamiliar English text relatively independently, can find different types of word formation in the text, can correctly determine the motivation of most words, can identify some types of semantic shifts in the text, can correctly classify some words from a stylistic point of view, can locate some collocations and idioms in the text and correctly classify them.
Grade D (satisfactory): The student analyses an unfamiliar English text relatively independently, can find basic types of word formation in the text, can determine the motivation of some words, can identify some types of semantic shifts in the text, can correctly classify some words from a stylistic point of view, can find some common collocations and idioms in the text and correctly classify them.
Grade E (sufficient): The student analyses an unfamiliar English text relatively independently, can find only basic types of word formation in the text, can determine the motivation of simpler words, can identify only common types of semantic shifts (metaphor, personification) in the text, can correctly classify some words from a stylistic point of view, can find some common collocations and idioms in the text and usually classify them correctly.
Assessment conditions:
Completion of the continuous assessment tests with any score is the prerequisite for the final continuous assessment. The student is allowed to ask for an extra date for the interim assessment tests (if he/she has not attended the assessment for medical or other serious reasons) but is not allowed to re-sit any of the tests.
Scale of assessment (preliminary/final): Continuous assessment (100 percent): 1. In-semester test (50%) 2. In-semester test (50%)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills and competences:
Knowledge:
The student is familiar with the types of English word formation and lexical motivations, knows the differences between morphemic and word-formation analysis of lexemes, has mastered the different types of meanings and semantic shifts, knows the basic paradigmatic relationships in vocabulary, has mastered the theoretical foundations of phraseology, and is familiar with the basic lexical differences between British and American English.
Skills:
The student can independently analyse an unfamiliar English text, can find different types of word formation in it, can determine the motivation of individual words, can identify the stylistic colouring of English lexemes, can determine the paradigmatic relations between the linguistic devices of the text, can find collocations and idioms in the text, can determine the geographical affiliation of the text.
Competences:
The student learns how to work independently and as a team, solving lexical problems and tasks, learns the basic strategies of linguistic analysis of the text and understands the essence of the relationship between the form, content and function of linguistic units, develops the ability to analyse and synthesize linguistic material, is able to search for and use digital resources and aids for his/her further independent professional development, is able to link the acquired theoretical knowledge with pedagogical practice.

Class syllabus:

Course contents:
Main themes of the course:
Definitions of the word, lexical motivation, morphemic and word-formative structure, word-formation processes, types of meaning, semantic shifts, paradigmatic lexical relations, stylistic classification of words, collocations and phrasemes, lexical and grammatical differences between British and American English.
Through the above content the student learns to practically analyse an English text from a lexical point of view, the student understands the structural-functional characteristics of English vocabulary, develops his/her foreign language (especially lexical and semantic) skills and vocabulary at the C1 level, learns to work independently and in teams in order to solve lexical issues, learns to apply the acquired theoretical knowledge appropriately in pedagogical practice.

Recommended literature:
Compulsory readings:
PAVLÍK, R. (2019). A Practical Guide to the Lexical Analysis of Written Texts. 2nd edition. Bratislava: Z-F Lingua.
Recommended readings:
JACKSON, H. and ZÉ AMVELA, E. (2007). Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology. London – New York: Continuum.
KVETKO, P. (2009). English Lexicology in Theory and Practice. Trnava: Univerzita sv. Cyrila a Metoda v Trnave, 2009.
PLAG, I. (2018). Word-formation in English. 2nd edition. Cambridge University Press.
These resources are available in Slovak libraries and/or bookstores.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 169

A	ABS	B	C	D	E	FX
18,93	0,0	24,85	20,71	15,38	19,53	0,59

Lecturers: PaedDr. Peter Bojo, PhD.

Last change: 14.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde014/22	Linguistic Analysis of the Text II

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching method: in-person, combined
Number of hours: 2 per week, 22 per semester
Student workload: total 50 hours in total
Direct teaching = 22 h, continuous home preparation for class = 10 h, first in-term practical test = 9 h, second in-term practical test = 9 h
Teaching methods:
Brief repetition of the content (monological method, dialogical methods: conversation, discussion), work in pairs/groups, discussion of the topic, application of theoretical knowledge from previous courses, morphological and syntactic analysis of short authentic texts, comparison of morphological and syntactic phenomena in English and Slovak, building strategies for complex linguistic analysis of the text

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
A student is entitled to ask for an alternative date of final assessment (in case of medical or other compelling reasons); in-semester assignments cannot be resat.
Continuous assessment (100 percent):
1st in-term test (50%)
2nd in-term test (50%)
Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX
Grade A (excellent performance): The student is able to analyse an unfamiliar text sovereignly and independently, he/she is able to find different word types in the text and correctly identify their grammatical categories, is able to correctly identify the morphematic structure of words, correctly identifies all phrases, correctly identifies different types of simple sentences and clauses in the text,

correctly and unaided identifies sentence articles, is able to find and identify changes in the word sequence.
Grade B (very good): The student can sovereignly and independently analyse an unfamiliar text, he/she can find various word types in the text and correctly identify their grammatical categories, can correctly identify the morphematic structure of words, correctly identifies almost all phrases, correctly identifies various types of simple sentences and clauses in the text, can correctly identify sentence articles, can find and identify changes in word order.
Grade C (good): The student can analyse an unfamiliar text relatively independently, can find different word types in the text and correctly identify their grammatical categories with a minimum of errors, can correctly identify the morphematic structure of most words, correctly identifies most phrases, identifies different types of simple sentences and clauses in the text, can identify clause articles within a simple sentence, can find and identify changes in the word order.
Grade D (satisfactory): The student can analyse an unfamiliar text, can find different word types in a text and correctly identify most of their grammatical categories, can correctly identify the basic morphematic structure of most words, can identify phrases in a text, can identify some types of simple sentences and clauses, can correctly identify basic sentence articles within a simple sentence, can find changes in word order.
Grade E (sufficient): The student can analyse an unfamiliar text, can find different word types in a text and correctly identify some grammatical categories, can correctly identify the basic morphematic structure of words, can identify phrases in a text, can identify basic types of simple sentences and clauses, can correctly identify basic clause structures within a simple sentence, can find changes in word order.
Scale of assessment (preliminary/final): Continuous assessment (100 percent): 1st in-term test (50%) 2nd in-term test (50%)

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for a student to develop the following knowledge, skills, and competences:
Knowledge:
The student knows the types of English word formation, knows the differences between morphematic and word-formation analysis of lexemes, has mastered the morphological and syntactic characteristics, knows the basic paradigmatic relations in vocabulary, knows the theoretical foundations of sentence structure, knows how to determine sentence articles, is oriented in the laws of the word sequence of an English sentence.
Skills:
The student is able to work independently with unfamiliar text, is able to analyse it, while actively using his/her speaking skills at C1 CEFR level. The student uses digital resources, actively searches for information and practical examples. Using the theory studied in previous courses, asks relevant questions, uses knowledge of the hierarchy of language units, using them to identify morphological and syntactic phenomena within a text.
Competences:
The student learns to work independently or in a group to solve linguistic problems and tasks, learns the basic strategies of linguistic analysis of a text and understands the nature of the relationship between form, content and function of linguistic units. They will be able to link the acquired theoretical knowledge with practice, learn how to use digital resources, actively search for suitable texts and examples for analysis from everyday practice on their own. The student will be able to communicate effectively in English, solve professional linguistic issues in a team and create the prerequisites for engaging in professional life in the field of foreign language education.

Class syllabus:

Course contents:

Main themes of the course:

Grammatical analysis of sentences, functional analysis of sentences, sentence condensation and word order, main features of contemporary English, comparison of English and Slovak language in text analysis.

Through the above content, the student learns to analyse different types of texts linguistically, with emphasis on morphological-syntactic and functional analysis, independently and in a group. The student understands the text as a cohesive whole while working with it as a source of grammatical structures to identify and analyse grammatical phenomena. He/she improves his/her expressive skills to be able to express himself/herself effectively and comprehensibly on relevant linguistic issues at C1 CEFR level, to be able to locate them in the text, to name them, to determine them, to analyse them. They learn to work independently and as a team to solve linguistic questions and problems, they learn to apply the acquired theoretical knowledge appropriately in pedagogical practice. Uses theoretical knowledge and practical skills to prevent inappropriate interference from the mother tongue.

Recommended literature:

Compulsory readings:

QUIRK, R. et al. (1985). Comprehensive Grammar of the English Language. London: Longman.

Recommended readings:

(selected chapters according to the teacher's instructions)

BIBER, D. (1999). Longman Grammar of Spoken and Written English. Longman.
LANČARIČ, D. (2012). Elements of Linguistics. Bratislava: Z-F Lingua.
VACHEK, J. (1990). ALinguistic Characterology of Modern English. Praha: SPN.

Languages necessary to complete the course:

English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 151

A	ABS	B	C	D	E	FX
27,15	0,0	25,83	25,17	10,6	10,6	0,66

Lecturers: Mgr. Patricia Kotlebová, PhD.

Last change: 14.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde020/16	Literary excursion

Educational activities:
Type of activities: excursion
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 138

A	ABS	B	C	D	E	FX
96,38	0,0	3,62	0,0	0,0	0,0	0,0

Lecturers:

Last change: 05.04.2016

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde020/16	Literary excursion

Educational activities:
Type of activities: excursion
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 138

A	ABS	B	C	D	E	FX
96,38	0,0	3,62	0,0	0,0	0,0	0,0

Lecturers: Mgr. Mária Halašková, PhD.

Last change: 05.04.2016

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde015/22	LiteraryText in Action

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Method: in-person, combined
Number of hours per week: 2
Number of hours per semester: 22
Student workload: 50 hours in total
Direct teaching = 22 h, continuous home preparation = 11 h, preparation for the presentation (didactic processing of the assigned literary text and topics) = 7 h, preparation for the final test = 10 h
Teaching methods:
Lecture, dialogic methods (debate, discussion, colloquium), analysis of video recordings (film extracts based on literary works), students´ presentation of their own conclusions.

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (50 points/percent)
“Student teaching” (50 points/%):
Adaptation/didactic application of a literary text/film extract of a literary work, or other literary material and specified genre for the purposes of EFL teaching according to the teacher’s parameters.
Written he lesson plan lesson plan to hand in to the teacher prior to teaching.
Final test (50 points/%):
The final test is focused on the theoretical background of the issue and didactic procedures for using literature in EFL teaching, including relevant terminology.
Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX
Grade A (excellent): The student is aware of theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching and knows how to define a literary text and distinguish it from a non-literary one. He/she understands the historical and social context of its

creation different genres of literary texts and the advantages and limits of their didactic applicability. He/she knows methods and rules of working with a literary text. He/she can apply all studied terms to a literary work and a text without errors and inaccuracies. He/she presents a lesson plan for the given topic that meets the didactic requirements.
Grade B (very good): The student is aware of the theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching with minor errors, knows how to define a literary text and distinguish it from a non-literary one. He/she understands historical and social contexts of the emergence of various genres of literary texts and the advantages and limits of their didactic applicability. He/she is aware of the methods and rules of working with a literary text. He/she can apply all studied terms to a literary work and text with a small amount of unimportant inaccuracies. He/she presents a lesson plan for the given topic, meeting the didactic requirements.
C (good): The student mostly masters the theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching, he/she knows some attributes for literary and non-literary text, partially understands historical and social the context of the emergence of different genres of literary texts and the advantages and limits of their didactic applicability. He/she knows several methods and rules for working with a literary text. He/she can apply some studied terms to a literary work, text, however, with a greater number of errors and inaccuracies. He/she can present a lesson plan for the given topic, meeting some didactic requirements.
Grade D (satisfactory): The student has an imperfect command of the theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching, he/she knows only some attributes for a literary and non-literary text. He/she does not understand historical and social the context of the emergence of various genres of literary texts and the advantages and limits of their didactic applicability. He/she only knows some methods and rules for working with a literary text. He/she does not know how to creatively apply all studied terms to a literary work and text. In the presentation, he/she can only present dull and inadequate didactic methods for the use of the assigned literary text and topics of language education; moreover, he/she makes a lot of mistakes and inaccuracies. He/she can present a lesson plan for the given topic that only partially meets assigned didactic requirements.
Grade E (sufficient): The student has an imperfect command of the theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching, knows only 1-2 attributes of a literary and non-literary text. He/she does not understand historical and social contexts of the emergence of various genres of literary texts and the advantages and limits of their didactic applicability. He/she is aware of 1-2 methods and rules of working with a literary text. He/she cannot creatively apply most of the studied terms to a literary work and text. In the presentation he/she can only present dull and inadequate didactic methods for the assigned literary texts and topics with a lot of errors and inaccuracies. He/she presents a lesson plan for the given topic, which does not meet the didactic requirements.
Scale of assessment (preliminary/final): Continuous assessment (50 points/percent) “Student teaching” (50 points/%): Adaptation/didactic application of a literary text/film extract of a literary work, or other literary material and specified genre for the purposes of EFL teaching according to the teacher’s parameters. Written he lesson plan lesson plan to hand in to the teacher prior to teaching. Final test (50 points/%): The final test is focused on the theoretical background of the issue and didactic procedures for using literature in EFL teaching, including relevant terminology.

Learning outcomes:
Objectives and learning outcomes:
This course focuses on the acquisition of the following knowledge, skills and competences, as stipulated in the graduate profile (part: goals of education):
Knowledge:

The student…:
- is aware of the core knowledge of literary text in action, i.e. literary terminology and context-related information,
- understands the principles upon which the development of basic literary trends in English and Anglophone literature in the modern era occurred,
- is aware of the development of language and literature,
- is aware of the development of literary genres of poetry, prose and drama in modern English literature, and understands the diachronic and synchronic relations of genres,
- is aware of representative and special literary works of English literature,
recognizes the tropoical attributes of literary texts, artistic devices, tropes and figures,
-is aware of the terminology for the use of a literary text in EFL classroom (literary terms, genres), can define a literary and non-literary text,
-understands the overview of the discipline, understands historical and social tendencies in the development of modern English language and literature,
- can interpret, explicate and compare studied works, can synthetize from various literary sources,
- is aware of the pedagogical context of literature and implementation of literature to EFL teaching,
-can apply the terminology to a#specific text and work of art,
- is aware of strategies for the use of literary text in pedagogy and how to implement various media into EFL teaching via literature.
Skills:
The student…:
- can actively use various methods for implementation of literary texts to EFL teaching, can analyse, evaluate and create various teaching materials supporting the aim of the lesson with regards to the specificity of various classes,
- is able to use artistic (primary) and academic (secondary) literary sources,
- is able to apply principles of literary criticism,
- can analyse the latest knowledge of the discipline, can apply analytical-critical and linguistic thinking, leading to creativity and empathy,
- is cultivating skills to communicate fluently on professional aspects of literature and culture in English at C1 level,
- has acquired digital skills, can search for relevant information in the digital space and work in the digital learning environment Moodle.
Competences:
The student…:
- has developed literary literacy,
- is aware of self-knowledge strategies,
- can read professional literature in foreign language,
- is able to argue, present and defend his/her opinions and positions, can communicate effectively in a group and solve professional problems as a part of team,
- has developed his/her metacognitive awareness, effectively guides his/her self-study, can respect psychic hygiene principles,
- knows how to autonomously plan and organize his/her education and can self-navigate his/her further education,
- can use information and communication technologies in EFL learning, in professional and other communication and in their further study,
- has acquired literary and intercultural competences,
- has gained prerequisites for his/her active involvement in professional life.

Class syllabus:
Course contents:

Main themes of the course:
Definition of literary and non-literary text. Terminology of implementation of literary text (literary terms, genres, etc.) to EFL teaching. Historical and social contexts of the emergence of various genres of literary texts (poetry - limerick, calligram, found poem, sonnet, ballad; prose - flash short story, hypernovel, novel; drama - creative writing). Advantages and limits of literary texts and their didactic applicability. Methods and rules for working with a literary text. Application of terms and methods to a literary work and text.
Through the aforementioned subject contents and via the aforementioned educational methods, students acquire knowledge, develop their didactic skills and competences corresponding to the bachelor profile of a graduate in the study program English language and literature teaching (combination).

Recommended literature:
Compulsory reading:
JAVORČÍKOVÁ, J. (2010). Literárny a kultúrny artefakt v procese výučby = Literary and cultural artefact in the process of teaching. In Philologia LXV: Zborník Filozofickej fakulty Univerzity Komenského Bratislava.
JAVORČÍKOVÁ, J. (2011). Poézia v lingvo-literárnych aktivitách ako metodologický nástroj budovania funkčnej gramotnosti. In Acta Facultatis Humanisticae Universitatis Matthiae Belii Neosoliensis: humanitné vedy - literárna veda. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied.
JAVORČÍKOVÁ, J. (2013). Nové metódy integrácie dramatických aktivít - dialóg, skeč, komiks a “reader’s theatre” do výučby anglického jazyka. In Determinanty pregraduálnej prípravy učiteľov anglického jazyka, 2. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied.
PRŠOVÁ, E. (2015). Literárny text v komunikačno-zážitkovom vyučovaní : vysokoškolská učebnica [CD-ROM]. Banská Bystrica: Vydavateľstvo Univerzity Mateja Bela - Belianum.
Recommended reading:
DUFF, A. and MALEY, A. (2007). Literature (Resource Books for Teachers). Oxford University Press.
JAVORČÍKOVÁ, J. (2004). Kultúrne aspekty literárneho textu pri výučbe reálií. In Is creativity the key to success in an EFL classroom?: Proceedings of the 7th national conference, 30.8–1.09.2004 Banská Bystrica. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied.
MALEY, A. (2001). Literature in the language classroom. In The Cambridge Guide to Teaching ESOL. Cambridge University Press.
The aforementioned sources are available in Slovak libraries and bookstores.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 87

A	ABS	B	C	D	E	FX
45,98	0,0	22,99	18,39	6,9	3,45	2,3

Lecturers: Mgr. Jakub Kundra, Mgr. Simona Babenská

Last change: 14.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde004/22	Master thesis seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment, which is handed in on the due date, is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level.
B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level.
C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level.
D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level.
E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.
Fx (59-0%, insufficient - extra work required).

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

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a diploma thesis.
The student is able to define the topic or research problem of his/her own thesis, can correctly determine the methods of its processing, gains the ability to work selectively and correctly with the professional literature on the chosen topic. He/she is able to process the current state of the solved problem. Knows the individual parts of the final thesis. Is able to select appropriate research tools, evaluate the data obtained and analyse them. In the practical orientation of the thesis, he/she can make recommendations for practice. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

Class syllabus:
Brief outline of the course:
Types of theses. Timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis.
Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.

Recommended literature:
Recommended reading:
Výber odbornej literatúry podľa zvolenej témy práce;
Aktuálna smernica rektora UK o základných náležitostiach záverečných prác;
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVĆÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978–80–223–2951–4 (dostupné na: http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php)
LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 s. ISBN 978-80-8127-155-7
KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 162 s. ISBN 8089132454
STAROŇOVÁ, K.(2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta. 248 s. ISBN 978-80-8063-359-2.

Languages necessary to complete the course:
Slovak language (in the case of language subject approbations also the target language)

Notes:

Past grade distribution
Total number of evaluated students: 888

A	ABS	B	C	D	E	FX
65,43	0,0	20,27	9,23	2,36	1,69	1,01

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde004/22	Master thesis seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment, which is handed in on the due date, is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level.
B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level.
C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level.
D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level.
E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.
Fx (59-0%, insufficient - extra work required).

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

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a diploma thesis.
The student is able to define the topic or research problem of his/her own thesis, can correctly determine the methods of its processing, gains the ability to work selectively and correctly with the professional literature on the chosen topic. He/she is able to process the current state of the solved problem. Knows the individual parts of the final thesis. Is able to select appropriate research tools, evaluate the data obtained and analyse them. In the practical orientation of the thesis, he/she can make recommendations for practice. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

Class syllabus:
Brief outline of the course:
Types of theses. Timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis.
Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.

Recommended literature:
Recommended reading:
Výber odbornej literatúry podľa zvolenej témy práce;
Aktuálna smernica rektora UK o základných náležitostiach záverečných prác;
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVĆÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978–80–223–2951–4 (dostupné na: http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php)
LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 s. ISBN 978-80-8127-155-7
KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 162 s. ISBN 8089132454
STAROŇOVÁ, K.(2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta. 248 s. ISBN 978-80-8063-359-2.

Languages necessary to complete the course:
Slovak language (in the case of language subject approbations also the target language)

Notes:

Past grade distribution
Total number of evaluated students: 888

A	ABS	B	C	D	E	FX
65,43	0,0	20,27	9,23	2,36	1,69	1,01

Lecturers: Mgr. Pavol Makyna, PhD., doc. PaedDr. Martina Šipošová, PhD., doc. PhDr. Ivica Kolečáni Lenčová, PhD., doc. Mgr. Jaroslav Šrank, PhD., Mgr. Miroslava Repiská, PhD., Mgr. Michal Bizoň, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZšt009/15	**Course title:** Master`s thesis defence
Number of credits: 14	
Educational level: II.	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The state examination, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Arts of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of the Charles University.

A student may take the state examination (a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of the last state examination and (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, except for the state examination and (c) without disciplinary proceedings being conducted against him/her.

The student receives 14 credits for the successful defence of the diploma thesis (credits counted in the VUZ study plan).

According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular:

- Demonstrate the student's ability to integrate knowledge, manage complexity, and formulate decisions with incomplete or limited information, while still embracing the social and ethical responsibilities associated with the application of their knowledge and decisions;
- Demonstration of the ability to communicate conclusions, findings and rationale clearly and unambiguously to both expert and lay audiences;
- elaboration of the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures, hypotheses/research questions that can be verified. At the same time, the thesis must make a contribution to the specific field.

The rating is awarded on a scale:

A 100 - 91% (excellent - outstanding results),
B 90 - 81% (very good - above average standard),
C 80 - 73% (good - normal reliable operation),
D 72 - 66% (satisfactory - acceptable results),
E 65 - 60% (sufficient - results meet minimum criteria),
Fx 59% or less (insufficient).

A student is evaluated with the FX grade if he/she has fulfilled the requirements for the grade only at a level not exceeding 60% of the total highest possible level of fulfilling the requirements for passing the subject of the state examination - defence of the diploma thesis. In the same way, a student shall be evaluated with an FX if he/she has submitted a thesis in violation of paragraph 7 of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 or has submitted a thesis that does not substantially meet the requirements according to paragraph 1 (d), paragraph 2 (d) or paragraph 3 (d) of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 Internal Quality Assurance System for Higher Education of the University of Bratislava.

The details and specifications of the requirements of the final theses for the individual teacher study programmes in combination (approbation) will be specified in the respective Study Programme Descriptions.

Learning outcomes:
The learning outcome is in accordance with the Long-term Plan of the CU/PdF, the mission and strategic goals of the CU/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study plan of the study programme and other relevant documents.
The student is able to elaborate the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses/research questions that can be verified. The thesis makes a contribution to the relevant field of study

Class syllabus:
Brief outline of the course:
1. Contribution of the thesis to the field of study, depending on its nature and degree of study. The evaluation of the thesis takes into account whether the student adequately treats the chosen topic at the level of a scientific study with a representative selection of literature, whether the chosen scientific procedures are adequate and appropriate, and whether he/she adequately works with hypotheses that can be verified. The thesis should make a distinct contribution to the relevant field of study in which the student has completed the degree programme;
2. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination includes originality protocols: from the Central Register and Theses, the results of which are commented on by the supervisor and the opponent in their opinions;
3. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams;
4. Compliance of the structure of the thesis with the prescribed structure defined by the Internal Regulation No. 2/2018 Directive of the Rector of Charles University in Bratislava;
5. Respecting the recommended scope of the thesis (the recommended scope of the thesis is usually 50 - 70 standard pages - 90 000 to 126 000 characters including spaces), the adequacy of the scope of the thesis is judged by the supervisor;
6. Linguistic and stylistic level of the work and formal editing;
7. The manner and form of the thesis defence and the student's ability to respond adequately to comments and questions in the supervisor's and opponent's reports.
8. In the study programme focused on the teaching of art-educational subjects, the presentation of artistic outputs and performances may be part of the final thesis and its defence.

State exam syllabus:

Recommended literature:
Recommended reading:
according to the focus of the thesis topic

Languages necessary to complete the course:
Slovak language, in case of language specialisations also the language of the respective subject specialisatio

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde024/22	Media Culture

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 50 hours in total
Direct teaching = 22 h, home preparation for class = 8 h, creating a presentation of a specific topic from media culture = 8 h, written analysis of a selected topic from media communication = 12 h
Teaching methods:
Media presentations of cultural topics, discourse analysis, case studies, situation analysis method, role-playing method, comparative analysis, analyses of selected journalistic articles and theoretical works, dialogical methods (debate, discussion, colloquium)

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course requirements:
Continuous assessment (100 points/percent):
Presentation of a topic from media culture (30 points)
Active participation in discussions on the assigned issues during class (10 points)
Written comparative analysis of a selected topic from media communication (60 points)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
Grade A (excellent): The student knows in depth the basic issues of contemporary media research, can independently critically analyse social and cultural topics presented in the media, is able to argue convincingly for his/her humanistic position in a discussion, can present his/her media analysis and reflections on a specific journalistic topic with clarity in a group and in front of the class, can apply his/her insight and contemporary scientific background independently to English language teaching using comparative analysis and the method of role-playing.

Grade B (very good): The student knows the basic issues of contemporary media research, can critically analyse social and cultural themes presented in the media with minimal assistance, and is able to argue well for his/her humanistic position in discussion, is able to present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class, is able to independently apply his/her insight and contemporary scientific background to the teaching of the English language, using both comparative analysis and the role-play method, after a very short consultation with the teacher.
Grade C (good): The student is familiar with partial issues in contemporary intercultural research, can critically analyse social and cultural themes presented in the media with little help, and is able to argue for his/her humanistic position in a discussion, with a little help, can present his/her media analysis and reflections on a specific intercultural topic in a group and in front of the class, by creating a project for a certain age group, can, after a short consultation with the teacher, apply his/her insight and the current scientific background to the teaching of English language.
Grade D (satisfactory): The student is only familiar with certain topics of contemporary media research issues, can critically analyse social and cultural issues presented in the media with great help, is able to argue for his/her humanistic position in a discussion, although less convincingly, can present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class with more help, can independently apply his/her insight and contemporary scientific background to English language teaching, using both comparative analysis and the role-playing method, after a longer consultation with the teacher.
Grade E (sufficient): The student is familiar only with the peripheral topics of contemporary media research, can critically analyse social and cultural issues presented in the media only to a partial extent, is able to argue for his/her humanistic position in discussion, although not convincingly, can present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class with great help, can independently apply his/her insight and current scientific background to the teaching of English language, using both comparative analysis and the role-play method, after extensive consultation with the teacher.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a topic from media culture (30 points) Active participation in discussions on the assigned issues during class (10 points) Written comparative analysis of a selected topic from media communication (60 points)

Learning outcomes:
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student understands the role of new technologies in the media society, is able to critically and analytically perceive the impact of media on the individual and their role in the development of society, is able to think critically about the concepts, themes and direction of culture influenced by media events, knows the principles, meaning and possibilities of the application of digital technologies in foreign language education.
Skills:
Students are able to locate, critically evaluate, and present relevant media sources for cultural content education, have the skills to evaluate the credibility and legitimacy of materials in relation to instructional objectives, students are able to apply media communication and media culture to elementary and secondary English language arts instruction, and are able to discuss media issues from a wide range of viewpoints individually, in pairs, and in large groups.
Competences:

Students are able to use discourse analysis, case study method, and role-play method to present a specific topic in media education of English language for different grade levels, they are able to create their own comparative text on a media topic, through which they present different points of view and are able to take their own evaluative point of view on them and at the same time apply such a point of view to English language teaching, know the ways of using information and communication technologies in foreign language education, in professional and wider social communication, as well as in their further education.

Class syllabus:

Course contents:
Main themes of the course:
Media and culture, media and racial and gender equality, world pandemics in the media - infodemia, migration in the media, climate crisis in the media, Slovakia in foreign media, censorship in the media - fake news, hoaxes, the future of mass media, social dilemmas, internet and social networks, media in education, education through media communication
Through the above mentioned course content and using the mentioned methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching English Language and Literature in Combination.

Recommended literature:

Compulsory literature:
Blog: https://medialnakomunikacia.tumblr.com/
HUSÁROVÁ, Z. (2012). Electronic ways of literary engagement. In: Studies in Foreign Language Education, No. 4, pp. 91–112.
MANDIBERG, M., ed. (2012). The Social Media Reader. New York: The NYU Press. https://monoskop.org/images/3/3e/Mandiberg_Michael_ed_The_Social_Media_Reader.pdf.
PIORECKÝ, K. and HUSÁROVÁ, Z. (2019). Tvořivost literatury v éře umělé inteligence. In: Česká literatura, Vol. 67, No. 2, pp. 145–169.
Recommended literature:
THORBURN, D. and JENKINS, H., eds. (2004). Rethinking Media Change: The Aesthetics of Transition. Cambridge, MA: MIT Press. https://monoskop.org/log/?p=1710.
WARK, M. (1994). Virtual Geography: Living with Global Media Events. Bloomington: Indiana University Press.
https://monoskop.org/images/5/5c/
Wark_McKenzie_Virtual_Geography_Living_with_Global_Media_Events.pdf.

Languages necessary to complete the course:

English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 84

A	ABS	B	C	D	E	FX
76,19	0,0	13,1	8,33	0,0	0,0	2,38

Lecturers:

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde024/22	Media Culture

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 50 hours in total
Direct teaching = 22 h, home preparation for class = 8 h, creating a presentation of a specific topic from media culture = 8 h, written analysis of a selected topic from media communication = 12 h
Teaching methods:
Media presentations of cultural topics, discourse analysis, case studies, situation analysis method, role-playing method, comparative analysis, analyses of selected journalistic articles and theoretical works, dialogical methods (debate, discussion, colloquium)

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course requirements:
Continuous assessment (100 points/percent):
Presentation of a topic from media culture (30 points)
Active participation in discussions on the assigned issues during class (10 points)
Written comparative analysis of a selected topic from media communication (60 points)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
Grade A (excellent): The student knows in depth the basic issues of contemporary media research, can independently critically analyse social and cultural topics presented in the media, is able to argue convincingly for his/her humanistic position in a discussion, can present his/her media analysis and reflections on a specific journalistic topic with clarity in a group and in front of the class, can apply his/her insight and contemporary scientific background independently to English language teaching using comparative analysis and the method of role-playing.

Grade B (very good): The student knows the basic issues of contemporary media research, can critically analyse social and cultural themes presented in the media with minimal assistance, and is able to argue well for his/her humanistic position in discussion, is able to present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class, is able to independently apply his/her insight and contemporary scientific background to the teaching of the English language, using both comparative analysis and the role-play method, after a very short consultation with the teacher.
Grade C (good): The student is familiar with partial issues in contemporary intercultural research, can critically analyse social and cultural themes presented in the media with little help, and is able to argue for his/her humanistic position in a discussion, with a little help, can present his/her media analysis and reflections on a specific intercultural topic in a group and in front of the class, by creating a project for a certain age group, can, after a short consultation with the teacher, apply his/her insight and the current scientific background to the teaching of English language.
Grade D (satisfactory): The student is only familiar with certain topics of contemporary media research issues, can critically analyse social and cultural issues presented in the media with great help, is able to argue for his/her humanistic position in a discussion, although less convincingly, can present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class with more help, can independently apply his/her insight and contemporary scientific background to English language teaching, using both comparative analysis and the role-playing method, after a longer consultation with the teacher.
Grade E (sufficient): The student is familiar only with the peripheral topics of contemporary media research, can critically analyse social and cultural issues presented in the media only to a partial extent, is able to argue for his/her humanistic position in discussion, although not convincingly, can present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class with great help, can independently apply his/her insight and current scientific background to the teaching of English language, using both comparative analysis and the role-play method, after extensive consultation with the teacher.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a topic from media culture (30 points) Active participation in discussions on the assigned issues during class (10 points) Written comparative analysis of a selected topic from media communication (60 points)

Learning outcomes:
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student understands the role of new technologies in the media society, is able to critically and analytically perceive the impact of media on the individual and their role in the development of society, is able to think critically about the concepts, themes and direction of culture influenced by media events, knows the principles, meaning and possibilities of the application of digital technologies in foreign language education.
Skills:
Students are able to locate, critically evaluate, and present relevant media sources for cultural content education, have the skills to evaluate the credibility and legitimacy of materials in relation to instructional objectives, students are able to apply media communication and media culture to elementary and secondary English language arts instruction, and are able to discuss media issues from a wide range of viewpoints individually, in pairs, and in large groups.
Competences:

Students are able to use discourse analysis, case study method, and role-play method to present a specific topic in media education of English language for different grade levels, they are able to create their own comparative text on a media topic, through which they present different points of view and are able to take their own evaluative point of view on them and at the same time apply such a point of view to English language teaching, know the ways of using information and communication technologies in foreign language education, in professional and wider social communication, as well as in their further education.

Class syllabus:

Course contents:
Main themes of the course:
Media and culture, media and racial and gender equality, world pandemics in the media - infodemia, migration in the media, climate crisis in the media, Slovakia in foreign media, censorship in the media - fake news, hoaxes, the future of mass media, social dilemmas, internet and social networks, media in education, education through media communication
Through the above mentioned course content and using the mentioned methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching English Language and Literature in Combination.

Recommended literature:

Compulsory literature:
Blog: https://medialnakomunikacia.tumblr.com/
HUSÁROVÁ, Z. (2012). Electronic ways of literary engagement. In: Studies in Foreign Language Education, No. 4, pp. 91–112.
MANDIBERG, M., ed. (2012). The Social Media Reader. New York: The NYU Press. https://monoskop.org/images/3/3e/Mandiberg_Michael_ed_The_Social_Media_Reader.pdf.
PIORECKÝ, K. and HUSÁROVÁ, Z. (2019). Tvořivost literatury v éře umělé inteligence. In: Česká literatura, Vol. 67, No. 2, pp. 145–169.
Recommended literature:
THORBURN, D. and JENKINS, H., eds. (2004). Rethinking Media Change: The Aesthetics of Transition. Cambridge, MA: MIT Press. https://monoskop.org/log/?p=1710.
WARK, M. (1994). Virtual Geography: Living with Global Media Events. Bloomington: Indiana University Press.
https://monoskop.org/images/5/5c/
Wark_McKenzie_Virtual_Geography_Living_with_Global_Media_Events.pdf.

Languages necessary to complete the course:

English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 84

A	ABS	B	C	D	E	FX
76,19	0,0	13,1	8,33	0,0	0,0	2,38

Lecturers: Mgr. Diana Židová, PhD.

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde002/22	**Course title:** Methodology of educational research
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed with an assessment of: 100% of the intermediate assessment The interim evaluation includes the following: - semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points, - assessment of knowledge and selected competences in the form of a written test - 55 points. The rating is awarded on a scale: A (100-94%, excellent - excellent results with only minimal errors), B (93-86%, very good - above average results with minor errors), C (85-76%, good - normal reliable work, average results), D (75-68%, satisfactory - acceptable results, but significant errors occur), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.A	

minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On a theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.
The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

Class syllabus:
Brief outline of the course:
Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities. Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principals in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.
Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.
Questionnaire design, implementation and evaluation.
Assessment scales - typology, creation and evaluation.
The sociometry method and the measurement of social climate.
Interview design and use. Differences between quantitative and qualitative interviews.
Quantitative and qualitative observation in scientific research.
Content analysis of documents from a quantitative and qualitative point of view.
Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design

Recommended literature:
Compulsory reading:
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4
KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0
Recommended reading:

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8
MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785
ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8
TOMŠIK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 834

A	ABS	B	C	D	E	FX
56,71	0,0	22,66	11,27	4,44	2,28	2,64

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., PaedDr. Lujza Koldeová, PhD., Mgr. Peter Ostradický, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde002/22	**Course title:** Methodology of educational research
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisites for successful completion of the course: The course is completed with an assessment of: 100% of the intermediate assessment The interim evaluation includes the following: - semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points, - assessment of knowledge and selected competences in the form of a written test - 55 points. The rating is awarded on a scale: A (100-94%, excellent - excellent results with only minimal errors), B (93-86%, very good - above average results with minor errors), C (85-76%, good - normal reliable work, average results), D (75-68%, satisfactory - acceptable results, but significant errors occur), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.A	

minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On a theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.
The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

Class syllabus:
Brief outline of the course:
Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities. Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principals in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.
Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.
Questionnaire design, implementation and evaluation.
Assessment scales - typology, creation and evaluation.
The sociometry method and the measurement of social climate.
Interview design and use. Differences between quantitative and qualitative interviews.
Quantitative and qualitative observation in scientific research.
Content analysis of documents from a quantitative and qualitative point of view.
Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design

Recommended literature:
Compulsory reading:
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4
KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0
Recommended reading:

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8
MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785
ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8
TOMŠIK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 834

A	ABS	B	C	D	E	FX
56,71	0,0	22,66	11,27	4,44	2,28	2,64

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., PaedDr. Lujza Koldeová, PhD., Mgr. Peter Ostradický, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde017/22	Minority Ethnic English Literature

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Number of hours: 2 hours per week, 22 hours per semester
Student workload: 50 hours in total
Direct teaching = 22 h, continuous home preparation for class = 11 h, presentation of a specific text and its context = 7 h, written analysis of a selected topic based on a literary work = 10 h
Type of activities
Brief overview of topics related to the historical and social development of ethnic minorities, analysis and interpretation of literary works in a social context, dialogical methods (debate, discussion), presentation of own views based on the analysis of own (pedagogical) experiences, self-reflection on the basis of a literary text and discussion during the lessons

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements
Continuous assessment (100 points/percent):
Presentation of a specific text and its context (30 points/percent)
Active participation in the class discussions (10 points/percent)
Written analysis of a selected topic based on a literary work (60 points/percent)
Grading:
100–95% A, 94–90% B, 89 – 85% C, 84–80% D, 79–75% E, 74–0% FX
Grade A (excellent performance): The student has an in-depth knowledge of minority ethnic literature and its historical and social contexts, knows the specifics of minority literature in various periods, can independently analyse literary works in its social and cultural context, can apply his/her argument to the literary text and present it to the class, can interpret the work in writing, has a broad knowledge to use the literary text in English language teaching by using appropriate methods.

Grade B (very good): The student is mostly proficient in minority ethnic literature and its historical and social contexts, knows the main specifics of minority literature in various periods, can analyse literary works in their social and cultural contexts with minor mistakes, is mostly able to apply his/her argument to a literary text and present it to the class with few minor mistakes, can interpret the work in writing with minimal errors in content and language, has sufficient knowledge to use the literary text in English language teaching by relying on appropriate methods.
Grade C (good): The student reassuringly knows works and authors of minority ethnic literature and its historical and social contexts, knows the major specifics of minority literature in various periods, can analyse literary works in their social and cultural contexts with a few major mistakes, is largely able to apply his/her argument to a literary text and present it to the class with very few major mistakes, can interpret the work in writing with occasional confusions and mistakes in language use, has the basic knowledge to use a literary text in English language teaching by relying on appropriate methods.
Grade D (satisfactory): The student knows some themes and works related to minority ethnic literature, knows some specifics of minority literature in various periods, can analyse literary works in their social and cultural contexts with some major mistakes, is able to apply his/her argument to a literary text and present it to the class with more than a few confusions and mistakes in language use, can interpret the work in writing with numerous fallacies of argument and language, has a certain amount of knowledge to use the literary text in English language teaching with numerous deficiencies in the practical execution.
Grade E (sufficient): The student has only partial knowledge of the themes and works of minority ethnic literature, can analyse literary works in their social and cultural contexts with numerous misrepresentations, is able to apply his/her argument to a literary text and present it to the class with much incoherence, can interpret the work in writing with substantial mistakes in contents and language, has some knowledge to apply a literary text to the teaching of the English language but does not know about or use appropriate methods.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a specific text and its context (30 points/percent) Active participation in the class discussions (10 points/percent) Written analysis of a selected topic based on a literary work (60 points/percent)

Learning outcomes:
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students become familiar with the major English works of ethnic, racial, and gender minorities written in the 20th century and with the basic discourses of the minority ethnic status in Anglophone societies; they understand the role and significance of these works in cultural and literary theoretical contexts, are aware of intercultural contexts, know strategies to use literary texts in teaching, and know how to incorporate various media forms in the classroom.
Skills:
Students are able to critically analyse works, the relevant social and historical contexts, and are able to select minority works appropriately in relation to the teaching objectives in order to show the diversity of literary expression to primary and secondary school pupils and thus enable them to self-reflect. Students will appropriately apply literary texts as an innovative method of student-centred teaching in the EFL lesson plans for any selected ISCED and CEFR language level, using a variety of appropriate learning tasks and organisational forms of teaching. Students develop broader analytical skills, are able to discuss independently, in pairs and in groups. They can make use of the possibilities of digital technologies in foreign language education.

Competences:
Students are able to argue, present, and defend their views and opinions, are able to critically approach written texts and think critically about basic psychological, social, and cultural issues that affect not only their own experience, but also their identity as a competent, knowledgeable, perceptive, and understanding teacher of primary and secondary education in Slovakia

Class syllabus:
Course contents
Main themes of the course:
Introduction to minority literature: the postcolonial and postmodern discourse, the case of British and American literature (similarities and differences)
Minority ethnic literature in the USA: African-American literature, Hispanic literature, Asian-American literature
Minority ethnic literature in the UK: Authors of Caribbean, Indian, Pakistani and African backgrounds
Minority ethnic literature and gender issues
Through the above course contents and methods of education, the student acquires knowledge, develops his/her didactic skills, and competences corresponding to the profile of a graduate of the Master#s degree in the study programme of Teaching of English Language and Literature in Combination.

Recommended literature:
Compulsory readings
Primary literary texts according to the syllabus
FIGUEIRA, D. (2008). Otherwise Occupied: Pedagogies of Alterity and the Brahminization of Theory. New York: State University of New York Press. Chapter: Postcolonial criticism and identitarian politics. https://monoskop.org/log/?p=467.
PANAYI, P. (2009). An Immigration History of Britain: Multicultural Racism since 1800. London: Routledge. (selected chapters)
Recommended readings:
Migration Observatory: Website of the Migration Research Centre of the University of Oxford
POWELL, J. (1998). Postmodernism for Beginners. New York: Writers and Readers Publishing.
VENN, C. (2000). Occidentalism: Modernity and Subjectivity. New York: SAGE. Chapter: Historicity, responsibility, subjectivity. https://monoskop.org/log/?p=489.
Selected chapters from the following literary works:
DÍAZ, J. (2008). The Brief Wondrous Life of Oscar Wao. New York: Riverhead Books.
MORRISON, T. (1998). Sula. New York: Vintage Publishing.
REED, I. (1972). Mumbo Jumbo. New York: MacMillan.
SOUEIF, A. (1992). In the Eye of the Sun. New York: Vintage Books.
WINTERSON, J. (1992). Written on the Body. New York: Vintage Books.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 41

A	ABS	B	C	D	E	FX
14,63	0,0	17,07	31,71	14,63	17,07	4,88

Lecturers: Dr. habil. Tamás Karáth, PhD.

Last change: 14.10.2023
Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde007/22	Modern American Literature

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 90 hours in total
Direct teaching = 22h, continuous home preparation for class = 22h, home preparation for quiz = 10h, home preparation for oral exam = 36h
Teaching methods:
Brief overview of the historical background and literary themes related to the development of 20th-century American society, analysis and interpretation of literary works in a social context, dialogical methods (debate, discussion), presentation of one's own views based on the analysis of one's own (pedagogical) experiences, self-reflection on the basis of a literary text and discussion during the lessons, heuristic methods

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements
Continuous assessment (40 points/percent):
Activities/presentations during the seminars (20 points/percent)
Test (20 points/percent)
A minimum of 60% of the points of the continuous assessment (= 24 points) is a prerequisite for the completion of the course.
Final exam (60 points/percent):
Oral exam during the examination period (60 points/percent)
Grading
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
Grade A (excellent performance): The student has an in-depth command of the themes and works of twentieth-century American literature. He/she is aware of the major periods and the stakes of racial

and gender identities. The student can independently analyse literary texts against the backdrop of American social history and American democracy, can apply his/her reasoning to a literary text and present it in front of the class. The student is able to apply the literary texts for English language teaching by using appropriate methods.
Grade B (very good performance): The student is largely proficient in the themes and works of twentieth-century American literature. He/she is mostly familiar with the periods of modern American literature and with the stakes of racial and gender identities. He/she is able to analyse literary texts against the background of American social history and American democracy with minor confusions or uncertainties, is able to apply his/her reasoning to a literary text and present it to the class with minor mistakes, and has sufficient knowledge to use the literary text in English language teaching by using appropriate methods.
Grade C (good): The student is largely proficient in the themes and works of twentieth-century American literature. The student is able to analyse literary texts against the backdrop of American social history and American democracy with some gaps, is able to apply his/her reasoning to a literary text and present it to the class with a few mistakes, and applies the literary texts to English language teaching with good theoretical knowledge but with some mistakes in the practical aspects.
Grade D (satisfactory): The student is proficient in some themes and works of twentieth-century American literature, knows some specific features of the different periods of modern American literature and is partly aware of the stakes of race and gender. The student can analyse literary texts against the background of the American social history and American democracy only with large gaps in his/her knowledge, is able to apply his/her reasoning to a literary text and present it to the class with a great deal of intervention from the teacher, has a certain amount of theoretical knowledge of how to apply a literary text in English language teaching by the practical execution is largely inefficient.
Grade E (sufficient): The student has a minimal command of the themes and works of twentieth-century American literature, knows just a#few specifics of the periods of modern American literature and is hardly aware of the stakes of race and gender. He/she can point out very few relevant aspects of American social history and American democracy in the works discussed, is able to apply his/her arguments to a literary text and present it to the class only with major mistakes, and can minimally rely on his/her theoretical knowledge to apply a literary text to English language teaching.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Activities/ presentations during the seminars (20 points/percent) Test (20 points/percent) A minimum of 60% of the points of the continuous assessment (= 24 points) is a prerequisite for the completion of the course. Final exam (60 points/percent): Oral exam during the examination period (60 points/ percent)

Learning outcomes:
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students will be familiar with canonical texts of twentieth-century American literature. Students become aware of the socio-political contexts of seminal American works. Students will understand the development of the literary genres of poetry, prose, and drama in modern American literature and know about the principles and strategies of the analysis of American literary text. Students understand the role and significance of these works in cultural studies and literary theoretical contexts. Students will learn strategies of using literary texts in English language teaching and of incorporating various media forms in the classroom.
Skills:

Students critically analyse works and their social and cultural contexts to reflect on individual and pedagogical needs. Students will be able to select quality works appropriately in relation to instructional objectives to expose elementary and middle school students to a variety of literary expression and thereby enable them to self-reflect. Students will also be able to appropriately apply a variety of media representations of literary works to the EFL lesson plan as an innovative method of student-centred learning for any ISCED and any CEFR language level, using a variety of appropriate learning tasks and organisational forms of teaching. Students develop broader analytical skills and will be able to discuss independently, in pairs and in groups.
Competences:
Students will be able to argue, present, and defend their views and opinions. Students critically engage with written texts and think critically about basic psychological, social, and cultural issues that are relevant not only for their own experience, but also for their identity as competent, knowledgeable, responsive, and understanding teachers in Slovak primary and secondary education representing a humanistic approach to pupils.

Class syllabus:
Course contents
Major themes of the course:
Periods of American literature
Literature of the turn of the century (Local Colour, Psychological Realism, Naturalism)
Modernism: The Lost Generation, Modernist Poetry
The diversity of the novel after 1945
Anti-War protest: The Beat Generation
Post-modernism: Post-modernist fiction
Ethnic voices: The Southern novel, the Afro-American novel, Jewish, Chinese-American, Hispanic and Native American literature
Feminist and LGBTQ literature
Ecocritism and environmental writers
American drama
Through the above course contents and methods of education, the student acquires knowledge, develops his/her didactic skills, and competences corresponding to the profile of a graduate of the Master#s degree in the study programme of Teaching of English Language and Literature in Combination.

Recommended literature:
Compulsory readings
CHILDS, P. and FOWLER, R. (2006). The Routledge Dictionary of Literary Terms. London: Routledge. https://www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf
GENETTE, G. (1980). Narrative Discourse. Ithaca: Cornell University Press. https://15orient.com/files/genette-on-narrative-discourse.pdf
JAVORČÍKOVÁ, J. (2017). A Compendium of American Literature. Bratislava: F-Z LINGUA.
POWELL, J. (1998). Postmodernism for Beginners. New York: Writers and Readers Publishing.
Primary sources as required by the course description
Recommended readings
EAGLETON, T. (1996). Literary Theory. Minneapolis: University of Minnesota. https://mthoyibi.files.wordpress.com/2011/05/literary-theory_an-introduction_terry-eagleton.pdf
JAMESON, F. (2007). The Modernist Papers. London: Verso. https://monoskop.org/images/d/da/Jameson_Fredric_The_Modernist_Papers.pdf

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
43,39	0,0	17,36	11,98	14,05	9,5	3,72

Lecturers: Dr. habil. Tamás Karáth, PhD.

Last change: 14.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde003/22	Modern English literature

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person, combined
Number of hours per week: 2
Number of hours per semester: 22
Student workload: 75 hours in total
Direct teaching = 22 h, continuous home preparation = 11 h, preparation for oral presentation or progress tests during the semester = 10 h, preparation for the final oral exam = 32 h
Teaching methods
Lecture, dialogic methods (debate, discussion, colloquium), analysis of video recordings (film extracts or relevant social events), heuristic method, students´ presentation of their own conclusions, guided self-study

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (40 points/percent):
Progress test (40 points/percent)
The progress tests (taken during the semester) is aimed at determining the command of theoretical knowledge and the ability to apply it practically to a text and literary work, as well as the ability to systematically analyse a literary text, critically evaluate it and develop an attitude towards the topic. Creative use of the text for pedagogical application is also being monitored.
Final assessment (60 points/percent):
The final oral exam (60 points/percent) is aimed at determining students' command of theoretical knowledge of the subject, including literary terminology and its application to a literary text and work, as well as students' ability to explain connections and contexts of various topics, analysis of a literary work discussed in class).
Grading:

100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
Grade A (excellent - excellent results): The student is aware of the terminology and can identify tropes and figures in a new text, he/she knows the origin and development of literary movements and genres of modern English literature as well as representative works and social and pedagogical contexts of modern English and Anglophone literature He/she understands the context and the origin and development of literary movements and genres, he/she can apply all studied terms to an new literary work and text. In the progress test, students demonstrate systemic knowledge and its application).
Grade B (very good): The student masters the core knowledge of modern English literature listed in (A) with less serious errors and inaccuracies, he/she understands the substantial contexts of rise and development of literary movements and genres of the modern period. In the progress test, he/she demonstrates systemic knowledge and its application, with minor errors).
Grade C (good - regular reliable work): The student masters a substantial part of the core knowledge of modern English literature, however, with quite a few errors and inaccuracies. He/she understands most of the contexts of the origin and development of literary trends and genres of the modern period, he/she can apply some terms to a new literary work and text. In the progress test, he/she demonstrates essential knowledge and its application, with several errors).
Grade D (satisfactory): The student masters a substantial part of the core knowledge of modern English literature, however, with numerous errors and inaccuracies. He/she understands some of the contexts of the origin and development of literary movements and genres of the modern period, however, cannot apply some terms on a familiar literary work, text. In the progress test, he/she demonstrates some essential knowledge and their application, however, with numerous errors).
Grade E (sufficient): The student only knows some core knowledge of modern English literature, with numerous errors and inaccuracies, understands only some contexts of the origin and development of literary movements and genres, but he/she cannot apply terms to familiar literary work, text. In the progress test, he/she does not demonstrate essential knowledge and their application).
Grade FX (insufficient - additional work is required): The student does not display core knowledge of modern English literature, or his/her knowledge contextless, with excessive errors and inaccuracies. He/she does not understand the context of and development of literary movements and genres of the modern period, cannot apply the studied terms to a familiar and unfamiliar literary work and text. In the progress test, the student does not demonstrate essential knowledge and their application).
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Progress test (40 points/percent) The progress tests (taken during the semester) is aimed at determining the command of theoretical knowledge and the ability to apply it practically to a text and literary work, as well as the ability to systematically analyse a literary text, critically evaluate it and develop an attitude towards the topic. Creative use of the text for pedagogical application is also being monitored. Final assessment (60 points/percent): The final oral exam (60 points/percent) is aimed at determining students' command of theoretical knowledge of the subject, including literary terminology and its application to a literary text and work, as well as students' ability to explain connections and contexts of various topics, analysis of a literary work discussed in class).

Learning outcomes:
Objectives and learning outcomes:
This course focuses on the acquisition of the following knowledge, skills and competences, as stipulated in the graduate profile (part: goals of education):
Knowledge:
The student…:

- is aware of the core knowledge of Modern English Literature, i.e. gained overview of the discipline, understands tendencies in the development of modern English language and literature,
- understands the principles upon which the development of basic literary trends in English and Anglophone literature in the modern era occurred,
- is aware of the development of literary genres of poetry, prose and drama in modern English literature, and understands the diachronic and synchronic relations of genres,
- is aware of representative and special literary works of the modern era,
recognizes the tropoical attributes of literary texts, artistic devices, tropes and figures,
- can interpret, explicate and compare studied works, can synthetize from various literary sources, is aware of the pedagogical context of literature and implementation of literature to EFL teaching.
-is aware of strategies for the use of literary text in pedagogy and how to implement various media into EFL teaching via literature.
Skills:
The student…:
- is able to use artistic (primary) and academic (secondary) literary sources,
- is able to apply principles of literary criticism,
- can analyse the latest knowledge of the discipline, can apply analytical-critical and linguistic thinking, leading to creativity and empathy,
- is cultivating skills to communicate fluently on professional aspects of literature and culture in English at C1 level,
- has acquired digital skills, can search for relevant information in the digital space and work in the digital learning environment Moodle,
-can actively use various methods for implementation of literary texts to EFL teaching.
Competences:
The student…:
- can reflect a literary work in the context of the changing 21st century society and its values,
- can read and interpret literature (fiction and academic sources) in English,
- is aware of self-knowledge strategies leading to deepening of his/her metacognitive awareness, can respect psychic hygiene principles,
- knows how to plan and organize his/her education and how to use self-study strategies,
-can read professional literature in foreign language,
- is able to argue, present and defend his/her opinions and positions, can communicate effectively in a group and solve professional problems as a part of team,
- has acquired literary and intercultural competences,
- has gained prerequisites for his/her active involvement in professional life.

Class syllabus:
Course contents:
Main themes of the course:
Introduction to modern English literature and periodization of literary trends (from the beginnings to the 19th century). Fin de siècle and Modernism. Post-war literature, Angry young men and Working-class novel. Postmodernism. Literature of minorities and world literature written in English. Literature written by women. British humour. English drama and poetry of the 20th and 21st centuries. Selected issues of contemporary and Commonwealth literature. Literature, culture and its pedagogical and translation-related implications.
Through the mentioned content of the subject and the use of the mentioned methods of education, students acquire knowledge, develop their cultural awareness and competences corresponding to the profile of a master's degree graduate in the study program teaching English language and literature in combination. Through the aforementioned subject contents and via the aforementioned educational methods, students acquire knowledge, develop their didactic skills and competences

corresponding to the bachelor profile of a graduate in the study program English language and literature teaching (combination)

Recommended literature:

Compulsory reading:

JAVORČÍKOVÁ, J. (2015, re-edition 2017). A Compendium of English Literature: An Annotated Companion to English Literature and Literary Theory. Banská Bystrica: Belianum.
JAVORČÍKOVÁ, J. (2014). Contemporary Literature in English: Selected Historical, Social and Literary Contexts. Hradec Králové: Gaudeamus.
JAVORČÍKOVÁ, J. (2018). World Literature. Bratislava: Z-F Lingua.

Recommended reading:

BAŠTÍN, Š., OLEXA, J. and STUDENÁ, Z. (1993). Dejiny anglickej a americkej literatúry. Bratislava: Obzor. (selected chapters)
CUDDON, J. (1998, re-edition 2000). Dictionary of Literary Terms and Literary Theory. London: Penguin. (selected entries)
EAGLETON, T. (1983, re-edition 2000). Literary Theory. Minneapolis: University of Minnesota.
FORD, B. (1983). The New Pelican Guide to English Literature 8. London: Penguin Books.
JAVORČÍKOVÁ, J. (2013). Nové metódy integrácie dramatických aktivít - dialóg, skeč, komiks a “reader’s theatre” do výučby anglického jazyka = New methods of integrating drama activities - dialogue, sketch, comics and reader´s theatre into English language acquisition. In Determinanty pregraduálnej prípravy učiteľov anglického jazyka 2: Monografia Katedry anglistiky a#amerikanistiky. Banská Bystrica: UMB.
JAVORČÍKOVÁ, J. (2010). Literárny a kultúrny artefakt v procese výučby = Literary and cultural artefact in the process of teaching. In Philologia: Zborník Filozofickej fakulty Univerzity Komenského. LXV.

The aforementioned sources are available in Slovak libraries and bookstores.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 269

A	ABS	B	C	D	E	FX
35,69	0,0	25,28	21,19	9,29	5,95	2,6

Lecturers: Mgr. Diana Židová, PhD.

Last change: 14.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde010/15	Pedeutology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 36

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers:

Last change: 03.09.2016

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde010/15	Pedeutology

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 36

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers:

Last change: 03.09.2016

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde017/22	Personal and social development

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the continuous assessment, the course is completed by assessment.
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
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).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion.
A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.
Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.
A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.
A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.
The student after completing the course:
- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.

Class syllabus:

Brief outline of the course:

1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education
2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas
3. Experiential and active social learning: models and theories of learning, methods and techniques.
4. Experiential and active social learning: space, tools, rules and challenging situations.
5. The school class as a group (the position, status and role of the individual in the group).
6. Group dynamics - group dynamics.

Recommended literature:

Compulsory reading:

HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0

LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0.

Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a
11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7

Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webstránkach Štátneho pedagogického ústavu:Štátny pedagogický ústav - ŠPÚ (statpedu.sk)

Recommended reading:

HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124

HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9

KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939

Languages necessary to complete the course:

Slovak and Czech language

Notes:

subject with a psychological focus, in the study plan marked *) The subject is usually implemented in the form of block teaching or continuously during the semester.

Past grade distribution

Total number of evaluated students: 227

A	ABS	B	C	D	E	FX
93,83	0,0	0,0	0,44	0,0	0,0	5,73

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 10.11.2022
Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde017/22	Personal and social development

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the continuous assessment, the course is completed by assessment.
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
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).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion.
A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.
Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.
A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.
A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.
The student after completing the course:
- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.

Class syllabus:

Brief outline of the course:

1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education
2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas
3. Experiential and active social learning: models and theories of learning, methods and techniques.
4. Experiential and active social learning: space, tools, rules and challenging situations.
5. The school class as a group (the position, status and role of the individual in the group).
6. Group dynamics - group dynamics.

Recommended literature:

Compulsory reading:

HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0

LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0.

Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a
11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7

Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webstránkach Štátneho pedagogického ústavu:Štátny pedagogický ústav - ŠPÚ (statpedu.sk)

Recommended reading:

HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124

HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9

KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939

Languages necessary to complete the course:

Slovak and Czech language

Notes:

subject with a psychological focus, in the study plan marked *) The subject is usually implemented in the form of block teaching or continuously during the semester.

Past grade distribution

Total number of evaluated students: 227

A	ABS	B	C	D	E	FX
93,83	0,0	0,0	0,44	0,0	0,0	5,73

Lecturers:

Last change: 10.11.2022
Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde003/22	Philosophical anthropology and axiology

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
Midterm/final grade weighting: 100/0, the course is completed with an evaluation.
The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage.
Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage.
C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages.
D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage.
E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages.
Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-xiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.

Class syllabus:

Brief outline of the course:

Possibilities of conceptualizing anthropological issues in the sciences and in philosophy. Limits of the scientific way of affirmation of the anthropological problematic. Basic conceptual and methodological problems associated with the thematization of man in philosophy. Typology of philosophical reflections of man according to different expert points of view. Substantial and non-substantial approaches to man and their worldview and pedagogical implications. Philosophical reflection on the relational relations in which man finds himself in the world: man and nature, man and society, man and technology, man and the sphere of the transcendent. Mapping the demarcation lines between the animal and the human, between the human and the posthuman. Philosophical critique of some concepts of normality and ideas about the ideal status of man, which have been entrenched in educational theory and practice. The axiological dimension of human existence. The importance of human knowledge for educational sciences. Education for humanism and respect for human dignity as the most essential mission of education.

Recommended literature:

Compulsory reading:
MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 214 s. ISBN 978-80-89256-09-9
Recommended reading:
BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. 54 s. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf
GÁLIK, S. (2008) Filozofická antropológia. Bratislava: Iris. 159 s. ISBN 978-80-89256-23-5.
NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. 224 s. ISBN 978-80-8200-057-6.

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution

Total number of evaluated students: 1001

A	ABS	B	C	D	E	FX
29,97	0,0	19,58	22,08	16,38	10,89	1,1

Lecturers: doc. PhDr. Branislav Malík, CSc., prof. PhDr. Mária Potočárová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde003/22	Philosophical anthropology and axiology

Educational activities:
Type of activities: lecture
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
Midterm/final grade weighting: 100/0, the course is completed with an evaluation.
The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage.
Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage.
C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages.
D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage.
E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages.
Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-xiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.

Class syllabus:

Brief outline of the course:

Possibilities of conceptualizing anthropological issues in the sciences and in philosophy. Limits of the scientific way of affirmation of the anthropological problematic. Basic conceptual and methodological problems associated with the thematization of man in philosophy. Typology of philosophical reflections of man according to different expert points of view. Substantial and non-substantial approaches to man and their worldview and pedagogical implications. Philosophical reflection on the relational relations in which man finds himself in the world: man and nature, man and society, man and technology, man and the sphere of the transcendent. Mapping the demarcation lines between the animal and the human, between the human and the posthuman. Philosophical critique of some concepts of normality and ideas about the ideal status of man, which have been entrenched in educational theory and practice. The axiological dimension of human existence. The importance of human knowledge for educational sciences. Education for humanism and respect for human dignity as the most essential mission of education.

Recommended literature:

Compulsory reading:
MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 214 s. ISBN 978-80-89256-09-9
Recommended reading:
BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. 54 s. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf
GÁLIK, S. (2008) Filozofická antropológia. Bratislava: Iris. 159 s. ISBN 978-80-89256-23-5.
NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. 224 s. ISBN 978-80-8200-057-6.

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution

Total number of evaluated students: 1001

A	ABS	B	C	D	E	FX
29,97	0,0	19,58	22,08	16,38	10,89	1,1

Lecturers: doc. PhDr. Branislav Malík, CSc., prof. PhDr. Mária Potočárová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde026/22	Practical Language: Presentation Skills

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 50 hours in total
Direct teaching = 22 h, home preparation for class (practice of presentation skills, filling in observation sheets) = 12 h, preparation for continuous assessment = 16 hours:
Structure, organisation, and design of the presentation = 2.5 h
The use of audio-visual material and its implementation in the presentation = 1.5 h
Opening and closing parts of the presentation = 2.5 h
Coherence and use of signpost language = 2.5 h
Language used in the presentation (grammatical and lexical links, hesitations, compensatory mechanisms) = 3 h
Non-verbal communication = 2 h
Timing of the presentation = 2 h
Teaching methods:
Monological methods (lectures on presentation skills and strategies), performing methods (role-playing - presenter/debater and audience members), interview method (especially in the evaluation phase of classmates' work), case studies (successful and unsuccessful presentations and their causes), practical methods - presentation on a chosen topic

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%):
The student will deliver a presentation of agreed length (20 - 40 min according to time availability and number of participants in the course) The following will be assessed during the presentation:
Structure, organization, and design of the presentation - 15%

Use of audio-visual material and its implementation in the presentation - 10%
Opening and closing parts of the presentation - 15%
Coherence of the presentation and use of “signpost language” - 15%
Language used in the presentation (grammatical and lexical devices, hesitations, compensatory mechanisms) - 20%
Non-verbal communication - 10%
Timing of the presentation - 15%
Grading:
100 - 95% A, 94 - 89% B, 88 - 83% C, 82 - 77% D, 76 - 70% E, 69%–0% FX
The student is allowed to ask for an extra final assessment date (if he/she has not attended the assessment for medical or other compelling reasons) but is not allowed to re-take the in-semester assignments. Completing the midterm assessment with any result is a prerequisite for taking the exam.
Grade A (excellent): The student is able to independently create and present a presentation on a given topic. The presentation will be well structured; audio-visual material will be applied appropriately. The student will be able to handle the introductory and concluding parts of the presentation fluently and without hesitation. Throughout the presentation, the student will use English fluently and without hesitation at C1 level and use non-verbal communication appropriately. The student accurately adheres to the timetable of the presentation.
Grade B (very good): The student is able to create and deliver a presentation on the topic with minimal assistance. The presentation is appropriately structured, with some satisfactory incorporation of audio-visual materials. With minimal assistance, the student will be able to handle the introductory and concluding parts of the presentation. Throughout the presentation, the student will use English fluently and without hesitation at C1 level and use non-verbal communication appropriately. The student adheres to the timetable of the presentation with only minor imperfections.
Grade C (good): The student is able to create and present a presentation on the given topic with the help of the teacher, while the presentation has minor deficiencies in structure. Audio-visual material will be partially satisfactorily incorporated in the presentation. The student will be able to handle the introductory and concluding parts of the presentation with help or with hesitation. Throughout the presentation, the student uses English at C1 level with minor hesitation and uses non-verbal communication appropriately. With only minor imperfections, the student adheres to the timetable set for the presentation.
Grade D (satisfactory): The student is able to create and present a presentation on the topic with intensive help from the teacher, while the presentation is deficient in structure. Audio-visual material will be partially satisfactorily incorporated. The student will be able to handle the introductory and concluding parts of the presentation with more intensive help or with hesitation. Throughout the presentation, the student uses English at C1 level with minor hesitations or minor linguistic errors and uses non-verbal communication appropriately. With only minor imperfections, the student adheres to the timetable set for the presentation.
Grade E (satisfactory): The student is able, with support and intensive help from the teacher, to create and deliver a presentation on the topic, while the presentation has weaknesses in structure. Audio-visual material will be partly satisfactorily incorporated. With support and intensive help, and with hesitation, the student will be able to handle the opening and closing parts of the presentation. During the presentation, the student uses English at C1 level with hesitation or more serious language errors and uses non-verbal communication appropriately. The student does not fully adhere to the timetable set for the presentation.
Scale of assessment (preliminary/final): Continuous assessment (100%): The student will deliver a presentation of agreed length (20 - 40 min according to time availability and number

of participants in the course) The following will be assessed during the presentation: Structure, organization, and design of the presentation - 15% Use of audio-visual material and its implementation in the presentation - 10% Opening and closing parts of the presentation - 15% Coherence of the presentation and use of “signpost language” - 15% Language used in the presentation (grammatical and lexical devices, hesitations, compensatory mechanisms) - 20% Non-verbal communication - 10% Timing of the presentation - 15%

Learning outcomes:

Objectives and learning outcomes:
Students will acquire knowledge, skills and competences related to presenting in English.
Knowledge:
The student will become familiar with the latest trends in presentation skills in the English language. The student will become familiar with presentation platforms, specifically Microsoft Powerpoint, Keynote and online platforms (e.g., Prezi). The student will learn the language necessary for a successful presentation (opening and closing of a presentation, signpost language, linguistic devices to increase the level of coherence of speech). The student will be familiar with the rules for using non-verbal communication and will become familiar with the structure and time management of presentations.
Skills:
The student will be able to use presentation platforms (Powerpoint and Keynote) of their choice. The student will be able to work with online presentation platforms. The student will be able to use C1 level language necessary to present successfully (be able to use the language and phrases necessary to open a presentation, conclude a presentation, as well as language to increase the level of coherence of a presentation). The student can use verbal and non-verbal communication appropriately. The student will be able to use presentation strategies and compensatory mechanisms in presentation practice. The student will apply time management to his/her own presentation.
Competences:
The student will become a competent presenter. The student is able to practically apply (in his/her own presentation) all the acquired language tools and presentation strategies, is able to adequately argue, present and defend his/her opinions and attitudes while accepting and respecting the opinions of others, is able to communicate effectively, cooperate and solve problems in a team. The student has developed autonomy and responsibility for his/her further professional development

Class syllabus:

Course contents:
Main themes of the course:
Introduction of the presentation, structure, conclusion of the presentation - technical essentials and the language, describing and presenting numerical data and graphs, techniques to engage the audience, Q and A section, working with voice, body language, visual aids, presentation platforms (MS Powerpoint, Keynote, online platforms)
Through the above knowledge, the student has adequately developed presentation skills, has developed analytical-critical thinking, can communicate and solve problems effectively. The student is a competent presenter in both academic and various commercial presentations. The student has developed speaking skills. Linguistically, the student has developed the skills to communicate fluently in English in a variety of specific situations at the C1 level.

Recommended literature:

Compulsory reading:
POWELL, M. (2010). Dynamic Presentations. Cambridge University Press.
Recommended reading:
WILLIAMS, E. J. (2008). Presentations in English. Oxford: Macmillan.

The resources are available in Slovak bookshops and libraries.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 85

A	ABS	B	C	D	E	FX
61,18	1,18	23,53	10,59	2,35	1,18	0,0

Lecturers:

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde026/22	Practical Language: Presentation Skills

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 50 hours in total
Direct teaching = 22 h, home preparation for class (practice of presentation skills, filling in observation sheets) = 12 h, preparation for continuous assessment = 16 hours:
Structure, organisation, and design of the presentation = 2.5 h
The use of audio-visual material and its implementation in the presentation = 1.5 h
Opening and closing parts of the presentation = 2.5 h
Coherence and use of signpost language = 2.5 h
Language used in the presentation (grammatical and lexical links, hesitations, compensatory mechanisms) = 3 h
Non-verbal communication = 2 h
Timing of the presentation = 2 h
Teaching methods:
Monological methods (lectures on presentation skills and strategies), performing methods (role-playing - presenter/debater and audience members), interview method (especially in the evaluation phase of classmates' work), case studies (successful and unsuccessful presentations and their causes), practical methods - presentation on a chosen topic

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%):
The student will deliver a presentation of agreed length (20 - 40 min according to time availability and number of participants in the course) The following will be assessed during the presentation:
Structure, organization, and design of the presentation - 15%

Use of audio-visual material and its implementation in the presentation - 10%
Opening and closing parts of the presentation - 15%
Coherence of the presentation and use of “signpost language” - 15%
Language used in the presentation (grammatical and lexical devices, hesitations, compensatory mechanisms) - 20%
Non-verbal communication - 10%
Timing of the presentation - 15%
Grading:
100 - 95% A, 94 - 89% B, 88 - 83% C, 82 - 77% D, 76 - 70% E, 69%–0% FX
The student is allowed to ask for an extra final assessment date (if he/she has not attended the assessment for medical or other compelling reasons) but is not allowed to re-take the in-semester assignments. Completing the midterm assessment with any result is a prerequisite for taking the exam.
Grade A (excellent): The student is able to independently create and present a presentation on a given topic. The presentation will be well structured; audio-visual material will be applied appropriately. The student will be able to handle the introductory and concluding parts of the presentation fluently and without hesitation. Throughout the presentation, the student will use English fluently and without hesitation at C1 level and use non-verbal communication appropriately. The student accurately adheres to the timetable of the presentation.
Grade B (very good): The student is able to create and deliver a presentation on the topic with minimal assistance. The presentation is appropriately structured, with some satisfactory incorporation of audio-visual materials. With minimal assistance, the student will be able to handle the introductory and concluding parts of the presentation. Throughout the presentation, the student will use English fluently and without hesitation at C1 level and use non-verbal communication appropriately. The student adheres to the timetable of the presentation with only minor imperfections.
Grade C (good): The student is able to create and present a presentation on the given topic with the help of the teacher, while the presentation has minor deficiencies in structure. Audio-visual material will be partially satisfactorily incorporated in the presentation. The student will be able to handle the introductory and concluding parts of the presentation with help or with hesitation. Throughout the presentation, the student uses English at C1 level with minor hesitation and uses non-verbal communication appropriately. With only minor imperfections, the student adheres to the timetable set for the presentation.
Grade D (satisfactory): The student is able to create and present a presentation on the topic with intensive help from the teacher, while the presentation is deficient in structure. Audio-visual material will be partially satisfactorily incorporated. The student will be able to handle the introductory and concluding parts of the presentation with more intensive help or with hesitation. Throughout the presentation, the student uses English at C1 level with minor hesitations or minor linguistic errors and uses non-verbal communication appropriately. With only minor imperfections, the student adheres to the timetable set for the presentation.
Grade E (satisfactory): The student is able, with support and intensive help from the teacher, to create and deliver a presentation on the topic, while the presentation has weaknesses in structure. Audio-visual material will be partly satisfactorily incorporated. With support and intensive help, and with hesitation, the student will be able to handle the opening and closing parts of the presentation. During the presentation, the student uses English at C1 level with hesitation or more serious language errors and uses non-verbal communication appropriately. The student does not fully adhere to the timetable set for the presentation.
Scale of assessment (preliminary/final): Continuous assessment (100%): The student will deliver a presentation of agreed length (20 - 40 min according to time availability and number

of participants in the course) The following will be assessed during the presentation: Structure, organization, and design of the presentation - 15% Use of audio-visual material and its implementation in the presentation - 10% Opening and closing parts of the presentation - 15% Coherence of the presentation and use of “signpost language” - 15% Language used in the presentation (grammatical and lexical devices, hesitations, compensatory mechanisms) - 20% Non-verbal communication - 10% Timing of the presentation - 15%

Learning outcomes:

Objectives and learning outcomes:
Students will acquire knowledge, skills and competences related to presenting in English.
Knowledge:
The student will become familiar with the latest trends in presentation skills in the English language. The student will become familiar with presentation platforms, specifically Microsoft Powerpoint, Keynote and online platforms (e.g., Prezi). The student will learn the language necessary for a successful presentation (opening and closing of a presentation, signpost language, linguistic devices to increase the level of coherence of speech). The student will be familiar with the rules for using non-verbal communication and will become familiar with the structure and time management of presentations.
Skills:
The student will be able to use presentation platforms (Powerpoint and Keynote) of their choice. The student will be able to work with online presentation platforms. The student will be able to use C1 level language necessary to present successfully (be able to use the language and phrases necessary to open a presentation, conclude a presentation, as well as language to increase the level of coherence of a presentation). The student can use verbal and non-verbal communication appropriately. The student will be able to use presentation strategies and compensatory mechanisms in presentation practice. The student will apply time management to his/her own presentation.
Competences:
The student will become a competent presenter. The student is able to practically apply (in his/her own presentation) all the acquired language tools and presentation strategies, is able to adequately argue, present and defend his/her opinions and attitudes while accepting and respecting the opinions of others, is able to communicate effectively, cooperate and solve problems in a team. The student has developed autonomy and responsibility for his/her further professional development

Class syllabus:

Course contents:
Main themes of the course:
Introduction of the presentation, structure, conclusion of the presentation - technical essentials and the language, describing and presenting numerical data and graphs, techniques to engage the audience, Q and A section, working with voice, body language, visual aids, presentation platforms (MS Powerpoint, Keynote, online platforms)
Through the above knowledge, the student has adequately developed presentation skills, has developed analytical-critical thinking, can communicate and solve problems effectively. The student is a competent presenter in both academic and various commercial presentations. The student has developed speaking skills. Linguistically, the student has developed the skills to communicate fluently in English in a variety of specific situations at the C1 level.

Recommended literature:

Compulsory reading:
POWELL, M. (2010). Dynamic Presentations. Cambridge University Press.
Recommended reading:
WILLIAMS, E. J. (2008). Presentations in English. Oxford: Macmillan.

The resources are available in Slovak bookshops and libraries.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 85

A	ABS	B	C	D	E	FX
61,18	1,18	23,53	10,59	2,35	1,18	0,0

Lecturers: Mgr. Stephanie Wilbur

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde008/22	Practical language C1

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, home preparation (revision + home assignments) = 18 hours, reproduction of a video clip = 7 hours, Reading and Use of Language, part 1, 1–4 = 7 hours, vocabulary test = 3.5 hours, Test Reading and Use of English, parts 1 – 4 = 14 hours), Listening comprehension, part 1 = 3.5 hours
Teaching methods:
Monological methods: explanations of lexical structures at C1 level (SERR), dialogical methods (conversation on a given topic - lexically corresponds to C1 level - English profile is used as a guide to the language level), performing methods (guided role-play aimed at practising lexical and grammatical structures at C1 level. Guided self-study (home preparation - working with the text and video recordings)

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%):
Reproduction of a#video clip, explanation of the new vocabulary (20%)
Reading and Use of English part 1, 4 (20%)
Test, vocabulary from the video clips (10%)
Reading and Use of English part 1–4 (40%)
Listening, part 1 (multiple choice) (10%)
Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69 – 0% FX

The student is allowed to re-sit the final test once (if he / she did not take part in the assessment for medical or other compelling reasons). Student is not allowed to re-take the in-semester assignments. The overall assessment is conditioned by completion of the in-semester assignment with any result.
Grade A (excellent performance): The student can independently and correctly perform the assigned tasks and complete the assignments. The student can independently and correctly explain English vocabulary without hesitation and can fluently retell a listened or read text using C1 level vocabulary. The student can respond quickly and correctly in the Cambridge Advanced exam format, can complete the information correctly in the time allowed, select the correct one from the information and paraphrase the information with the given vocabulary.
Grade B (very good): The student can perform the tasks and complete the assignments correctly with minimal help from the teacher and team. With minimal help from the teacher and team, the student can explain English vocabulary correctly without hesitation or with minor hesitation and can fluently retell a listened or read text using C1 level vocabulary. The student can respond quickly and correctly in the Cambridge Advanced exam format, can complete the information correctly in the time allowed, select the correct one from the information and paraphrase using the given word.
Grade C (good): The student is able to complete the tasks and complete assignments with minor errors with the help of the teacher and team. With the help of the teacher and the team, the student can explain English vocabulary correctly with minor hesitation and can retell a listened or read text fluently but with excessive use of compensatory strategies (e.g., fillers) using C1 level vocabulary. The student can respond with hesitation but mostly correctly in the format of the Cambridge Advanced exam, can fill in information in the time allowed with fewer errors, select the correct one from the information and paraphrase using the given word.
Grade D (satisfactory): The student can, with intensive help from the teacher and team, perform the tasks and complete the assignments correctly or with minor errors. With intensive help from the teacher and the team, the student can explain English vocabulary with minor errors and hesitations and can retell a listened or read text using C1 (CEFR) level vocabulary with minor errors. The student can respond in the format of the Cambridge Advanced exam, can, with only intensive help while making minor errors, complete the information in the time allowed, select the correct one from the information and paraphrase using the given word.
Grade E (sufficient): The student can only partially complete the assigned tasks and complete assignments with support and intensive help from the teacher and team. With support and intensive help from the teacher and team, the student can partially and hesitantly explain vocabulary in English and can retell a listened or read text using C1 level vocabulary with minor errors. The student can partially respond in the Cambridge Advanced exam format and only with support and intensive help they can partially complete the information, select the correct one and paraphrase using the word in the time allowed.
Scale of assessment (preliminary/final): Continuous assessment (100%): Reproduction of a#video clip, explanation of the new vocabulary (20%) Reading and Use of English part 1, 4 (20%) Test, vocabulary from the video clips (10%) Reading and Use of English part 1–4 (40%) Listening, part 1 (multiple choice) (10%)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills, and competences:
Knowledge:
The student will expand his/her vocabulary, know grammatical and lexical structures at C1 level. The student will learn the differences and similarities between language structures in the mother tongue (Slovak) and the structures in the target language (English). The student knows the structural and contextual differences between written and spoken speech. The student has knowledge of

language skills and compensatory strategies. The student will acquire the knowledge necessary to pass the Cambridge Advanced examination.
Skills:
The student will be proficient in grammatical and lexical structures at C1 level in spoken and written communication. The student will gain confidence and improve all (receptive and productive language skills). The student will be able to apply the above aspects in communication. The student will develop correct pronunciation. He/she will master the strategies and principles of successful communication and learn to perceive the importance of the communicative context as a compensatory mechanism.
Competences:
The student will acquire communicative competence in the English language. The student will be able to understand a wide range of challenging long sentences and fully discern their meaning. He/she will be able to express ideas in a coherent and spontaneous manner without a significant search for expressions. The student will be able to use language effectively and flexibly for social, academic, and professional purposes. The student will be able to argue, present and defend his/her opinions appropriately. The student will be able to produce clear, well-structured, and detailed texts on complex topics. The student is able to communicate effectively, collaborate and solve problems as a team

Class syllabus:
Course contents:
Main themes of the course:
Complete Advanced, Lessons 8–14: Media and its uses, At full speed, The lifelong process, Living somewhere else, The living world, Health and lifestyle, Moving and living abroad. Cambridge Advanced Listening papers 1 –4, Reading and Use of English papers 1–7, speaking parts 1–4.
Through the above content, the student is linguistically prepared for teaching practice, has developed the skills to communicate fluently in English in a variety of specific situations at C1 level. The student knows the principles and importance of the application of digital technologies in foreign language education. The student can communicate effectively and has developed presentation and argumentation skills.

Recommended literature:
Compulsory readings:
BOOK-HART, G. and HAINES, S. (2014). Complete Advanced. Cambridge University Press.
O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.
O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.
Recommended readings:
MCCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use Advanced. Cambridge University Press.
MCCARTHY, M. and O'DELL, F. (2017). English Collocations in Use Advanced. Cambridge University Press.
The resources are available in the Slovak bookshops and libraries

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 241

A	ABS	B	C	D	E	FX
38,17	0,0	43,98	11,62	4,98	0,83	0,41

Lecturers: Mgr. Stephanie Wilbur

Last change: 14.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde046/22	Pragmalinguistics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester:

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 4

A	ABS	B	C	D	E	FX
0,0	0,0	100,0	0,0	0,0	0,0	0,0

Lecturers:

Last change:

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde029/22	Pre-primary Didactics of English Language

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combine
Scope (number of hours): 2 per week, 22 per semester
Student workload: 50 hours in total
Direct teaching = 22 hours, continuous home preparation = 17 hours, creation of a lesson plan focused on the use of the method of "storytelling" and drama, including also the practice of its implementation and preparation of the necessary materials = 7 hours, a presentation of a selected innovative method applied in teaching pupils of pre-primary education and preparation of a practical demonstration = 4 hours
Teaching methods:
Brief explanation of the particular topics/subject matter, solving problem-solving tasks and assignments, dialogic methods (debate, discussion, colloquium), brainstorming, mind maps, case studies, the methods of inscenation

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites: PdF.KAJL/M-ANGde002/22 - English Language Didactics

Recommended prerequisites:
M-ANGde032 English Language Didactics

Course requirements:
Course completion requirements:
Continuous assessment (100%):
Creation of a lesson plan focused on the use of the method of storytelling and drama (45 points)
Preparation of materials for the lesson based on using storytelling and drama, e.g. creation of cards, puppets etc. (20 points)
A presentation on a selected innovative method applied in teaching pupils in pre-primary education (35 points)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

Grade A (excellent): The student is able to independently create his/her own lesson plan by applying the method of “storytelling” and drama, demonstrates an excellent level of analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.
Grade B (very good): The student, with minimal help from the teacher, is able to create his/her own lesson plan by applying the method of “storytelling” and drama, demonstrates a very good level of analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.
Grade C (good): The student, with the help of the teacher, is able to create, with minor errors, his/her own lesson plan by applying the method of “storytelling” and drama, demonstrates, despite minor errors, a good level of analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.
Grade D (satisfactory): The student only with the intensive help of the teacher can create a lesson plan by applying the method of storytelling and drama, only with the intensive help of the teacher, the student can apply the analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.
Grade E (sufficient): The student only with the support and intensive help of the teacher can partially create a lesson plan by applying the method of storytelling and drama, the student only with very intensive help and support of the teacher can apply the analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.
Scale of assessment (preliminary/final): Continuous assessment (100%): Creation of a lesson plan focused on the use of the method of storytelling and drama (45 points) Preparation of materials for the lesson based on using storytelling and drama, e.g. creation of cards, puppets etc. (20 points) A presentation on a selected innovative method applied in teaching pupils in pre-primary education (35 points)

Learning outcomes:
Learning objectives and outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- The student knows the theoretical principles of designing and planning English language teaching in pre-primary education, knows the individual characteristics of pupils in pre-primary education, knows the principles of the student-centred approach and understands their importance for making learning and teaching English in pre-primary education more effective.
- The student knows the methods of foreign language teaching applied in teaching English in pre-primary education.
Skills:
- The student is familiar with relevant didactic publications and materials, can analyse and select them with regard to teaching objectives and specifics of preschool learners, can create a lesson plan by applying innovative methods and can demonstrate how he/she would teach preschool learners using the method of "storytelling" and drama.
- The student is able to apply the acquired theoretical knowledge while solving didactic tasks and problem-solving tasks and is able to analyse, evaluate and create teaching materials, analyse and evaluate study programmes for a given age category.
Competences:
- The student has adequately developed analytical, critical, pedagogical and psychological thinking, thanks to which he/she is able to use the acquired knowledge adequately when teaching English.
- The student is able to solve didactic tasks in cooperation with his schoolmates when working in a team, has adequately developed presentation and argumentation skills, through which he/she can present his/her opinions.

Class syllabus:

Course contents:

Main themes of the course:

Developmental characteristics of preschool pupils; speech development; second language acquisition, bilingualism - through brainstorming, students will present their opinions about teaching English to preschool pupils. They solve problem-solving tasks aimed at evaluating the appropriateness of different types of tasks and assignments in teaching of preschool pupils. Through a brief explanation of the subject matter, they are introduced to the theoretical knowledge of bilingualism and analyse specific case studies of bilingual families and present their views on bilingual education. Through videos depicting speech development at different stages of development, students try to describe the particular stages of speech development and the impact this has on learning of English as a foreign language. They discuss it in groups.

Montessori method and language development; the use of art (songs, art education) in teaching English - through videos about the Montessori method, discussion and mind maps, students will draw out the main principles of the Montessori method and its use in teaching English. They will design an English lesson with implemented elements of Montessori pedagogy. Building on the knowledge of the multisensory approach from the course "Didactics of English Language for Young Learners", they will evaluate the contribution of art when learning English and through experiential learning, students will become familiar with different activities that can be used in teaching English and they will evaluate them.

Innovative methods of teaching English in pre-primary education (WattsEnglish, Helen Doran, Hocus Lotus, English Immersion Club, etc.) - each student, through the study of the literature, will prepare a presentation on the selected innovative method, in which he/she will present its theoretical and methodological background, will prepare a demonstration of this method and then will discuss its positives and negatives with his/her schoolmates.

Storytelling and drama in English language teaching in pre-primary education - through a mind map students will write down what a story should contain (introduction, core, conclusion, characters, setting, etc.), they will get familiar with simple English stories that are suitable for pupils in pre-primary education. They will practise different dramatic techniques and try to perform a story. They will then create their own story with the necessary activities, using drama, and perform it in front of their classmates, who will evaluate it.

Recommended literature:

Compulsory readings:

LOJOVÁ, G. (2011). Individuálne osobitosti pri učení sa cudzích jazykov 1. Niektoré psychologické aspekty učenia sa a#vyučovania cudzích jazykov. Bratislava: Univerzita Komenského v#Bratislave. (selected chapters)

LOJOVÁ, G. (2019). Učme cudzí jazyk efektívnejšie. Prístup zameraný na žiaka. Bratislava: Univerzita Komenského v#Bratislave.

MONTESSORIOVÁ, M. (2012). Tajuplné dětství. Praha: TRITON.

PHILIPS, S. (1999). Drama with Children. Oxford University Press.

REILLY, V. and WARD, S. M. (1997). Very Young Learners. Oxford University Press.

WRIGHT, A. (1995). Storytelling with Children. Oxford University Press.

Recommended readings:

KONČEKOVÁ, Ľ. (2010). Vývinová psychológia. Prešov: Vydavateľstvo Michala Vaška.

KROLL, J. F. and de GROOT, A. M. B. (2005). Handbook of Bilingualism: Psycholinguistic approaches. Oxford University Press.

WRIGHT, A. (2002). Art and Crafts with Children. Oxford University Press.

Languages necessary to complete the course:

English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 24

A	ABS	B	C	D	E	FX
54,17	0,0	33,33	8,33	4,17	0,0	0,0

Lecturers:

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde027/22	Preparation for CA Test

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching method: in-person, combined
Number of hours: 2 per week, 22 per semester
Student workload: 50 hours in total
Direct teaching = 22 h, continuous home preparation for class (revisioning + homework) = 12 h, preparation for course assessments = 16 h:
Continuous assessment: short in-semester tasks= 6 h
Final test = 10 h
Teaching methods:
The choice of methods will follow the format of the Cambridge Advanced tests. Monologue methods (explaining strategies to pass the exam according to each skill and part of the exam), dialogic methods (mainly in the Cambridge Advanced speaking part of the exam - parts 1 - 4 but also in other parts mainly discussion based on the read or heard text, staging methods - guided role-play (examiner and examinee/examined), practical exercises (doing practice exercises, activities and tasks in the format of the Cambridge Advanced test), guided self-study (regular home preparation by students (working with sample tests)

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100%):
Short in-semester tests:
Listening part 1, 2 (multiple choice, fill-in tasks) – 20%
Reading and Use of English part 1, 2 (multiple choice, fill-in tasks) – 20%
Final test at the end of the semester in the form of Cambridge Advanced
Listening parts 1–4 (multiple choice, fill-in tasks, matching the statement to the speaker) – 20%

Reading and Use of English, part 1 (multiple choice, fill-in tasks, word formation, paraphrasing using the given word, multiple choice, adding the correct missing paragraph, matching the text) – 40%
Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX
A student is entitled to ask for an alternative date of final assessment (in case of medical or other compelling reasons); in-semester assignments cannot be resat.
Passing the midterm assessment with any result is a prerequisite for passing the exam.
Grade A (excellent): The student can independently and correctly perform the assigned tasks and develop assignments. The student is able to respond fluently and without hesitation using C1 level vocabulary. The student is able to respond quickly and correctly orally, completing the information correctly, selecting the correct one from the information and paraphrasing using the given word in the time allowed.
Grade B (very good): The student is able to perform assigned tasks and produce assignments correctly with minimal assistance from the instructor and team. With minimal assistance from the instructor and/or team, the student can respond using C1 level vocabulary. The student is able to complete the information quickly and correctly orally, complete the information correctly in the time allotted, select the correct one from the information, and paraphrase using the given word.
Grade C (good): The student is able to perform assigned tasks and produce assignments correctly with the help of the teacher and team. The student is able to respond using C1 level vocabulary with the help of the teacher and/or team. The student is able to respond orally with minor hesitations and minor errors, completing information correctly, selecting the correct one from the information and paraphrasing using the word in the time allowed.
Grade D (satisfactory): The student can, with intensive help from the teacher and/or team, perform the assigned tasks and produce assignments partially correctly and with hesitation. With intensive help from the teacher and/or team, the student can respond using C1 level vocabulary. The student can respond orally with hesitation and minor errors, can complete information partially correctly, select the correct one from the information and paraphrase using the given word in the given time.
Grade E (sufficient): The student can only partially perform the given tasks and produce assignments correctly and with significant hesitation, with support and intensive help from the teacher and/or team. With support and intensive help from the teacher and/or the team, the student can respond using C1 level vocabulary with significant hesitation. The student can respond orally with hesitation and only partially correctly, can complete information partially correctly, select the correct one from the information and paraphrase using the given word in the given time.
Scale of assessment (preliminary/final): Continuous assessment (100%): Short in-semester tests: Listening part 1, 2 (multiple choice, fill-in tasks) – 20% Reading and Use of English part 1, 2 (multiple choice, fill-in tasks) – 20% Final test at the end of the semester in the form of Cambridge Advanced Listening parts 1–4 (multiple choice, fill-in tasks, matching the statement to the speaker) – 20% Reading and Use of English, part 1 (multiple choice, fill-in tasks, word formation, paraphrasing using the given word, multiple choice, adding the correct missing paragraph, matching the text) – 40%

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for a student to develop the following knowledge, skills, and competences:
Knowledge:
The student knows and understands the tendencies of the development of the contemporary English language, knows the principles and strategies of linguistic analysis of authentic English text, knows the differences and similarities in the structure and functions of linguistic resources. The student

will become familiar with strategies for successfully passing the Cambridge Advanced test, the student will learn the format of testing. The student will learn C1 level grammatical and lexical structures to apply in Cambridge Advanced tests.
Skills:
The student will develop and deepen core language skills (reading comprehension, listening comprehension, writing and speaking) as well as the ability to paraphrase a text (e.g. Reading and Use of English, Part 4), work with vocabulary (e.g. Reading and Use of Language, Part 3). The student also understands the similarities, differences, and interferences between the native and target languages. The student will be able to identify information and work with it correctly in Cambridge Advanced test tasks.
Competences:
The student will become a competent user of the language at C1 level. The student will have developed the necessary skills and strategies to pass the Cambridge Advanced (C1) test, be able to argue, present and defend his/her opinions and attitudes appropriately, while accepting and respecting the opinions of others.

Class syllabus:
Course contents:
Main themes of the course:
Cambridge Advanced Test, Listening Comprehension Parts 1–4, Reading Comprehension (Reading and Use of Language Parts 5, 6, 7), Writing, Speaking and Grammar combined with Vocabulary (Reading and Use of English Parts 1–4)
Through the above, the student has developed the skills to communicate fluently in English in a variety of specific situations at C1 level. Due to the nature of the course content, the student has developed critical-analytical thinking, mainly focused on solving test problems, but also on standard communication. The student is able to generalise the methodology of the Cambridge Advanced examination and all its parts and to draw theoretical and practical didactical connections. In selecting appropriate materials for preparation for the Cambridge Advanced exam, the student will be able to analyse and evaluate teaching materials reflecting the teaching objective, the conditions and the particularities of the specific educational context.

Recommended literature:
Compulsory reading:
O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.
Recommended reading:
O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.
The sources are available in Slovak bookstores and libraries.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 122

A	ABS	B	C	D	E	FX
36,07	0,0	28,69	14,75	6,56	12,3	1,64

Lecturers: Mgr. Stephanie Wilbur

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde031/22	Processes and contexts of cultural communication

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 18 hours of preparation for seminars, self-study of literature on the subject; 20 hours of preparation for the final test; 60 hours of student work in total.
Teaching methods: interpretation, explanation, colloquium, discussion

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the basis of a presentation on the assigned topic and a written test at the end of the continuous teaching with a total score of 100 points. A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 30 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge in the required range, logically arranges the presented facts flawlessly, can critically and independently evaluate the acquired knowledge convincingly, can creatively apply, adapt, innovate and design work procedures at an excellent level in the field focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment in pedagogical practice, has the ability to creatively, independently and imaginatively solve individual tasks and assignments also in broader linguistic contexts, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has very good knowledge in the required range, logically arranges the presented facts with only minor errors, takes a partially critical attitude to the acquired knowledge and can apply, adapt and innovate the work practices of the field focusing on the processes and contexts of linguistic-cultural and

axiological communication in the Slovak environment in pedagogical practice very well, has the ability to independently solve individual tasks and assignments also in broader linguistic contexts, the linguistic and stylistic level of his/her expression is very good, has very well developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has good knowledge in the required range, arranges the presented facts appropriately and makes mistakes only in places, can reliably apply the acquired knowledge and existing working practices of the field focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment to pedagogical practice, reliably solves individual tasks and assignments independently, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge in the required range, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing work practices of the field focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment in pedagogical practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge in the required range and significant deficiencies in the arrangement of facts, can minimally apply the acquired knowledge and existing work practices of the field focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment of pedagogical practice, with significant help at a sufficient level solves individual tasks and assignments, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge in the required range, does not know the facts and their logical connections, cannot apply the acquired knowledge in the work of the area focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment of pedagogical practice, cannot solve individual tasks and assignments, cannot self-educate further.

Learning outcomes:
The student is able to systematize, critically and synergistically organize philological knowledge, especially in the context of the development of Slovak culture. The student has a basic overview of the processes influencing the development and current context of Slovak cultural communication, mobility and axiological processes related to changes in thinking about national identity. The student has acquired knowledge of national, areal and European specificities that are formed against the background of processes resulting from the relationship between language and culture. These are reflected in the written tradition, which must be seen especially in the context of Latin and Byzantine culture and tradition. The student has developed the skills enabling him/her to synthesize knowledge and use it in the synchronic-diachronic application of knowledge in the educational process in school. The typology of concepts of Slovak culture provides a comprehensive picture of the application of Slovak in cultural and social practice. On the basis of the acquired knowledge, the student is able to analyse and systematize modern interdisciplinary approaches in the knowledge of the relationship between language and culture on the example of modern linguistic ethnolinguistic and axiological concepts influencing thinking about Slovak culture.
Outcomes of the educational process are demonstrated in the application of the student's knowledge in the context of cultural communication. The knowledge forms the basis for its transferability, especially in the further development of analytical and interpretative skills, which enable the graduate to link knowledge of history with knowledge of the current state of language and culture and with modern concepts of European linguistic and cultural thought. The acquired competences enable the student to think critically and to organise knowledge in the current conditions of

educational practice. The student is able to convey information from the history of literary realism to the general public and lay audiences.
The student is able to use and creatively apply knowledge, skills and competencies in a school setting as a teacher of lower and upper secondary education. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. It also has a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills.

Class syllabus:

1. Slovak studies and its cultural-philological overlaps, cognition of culture, interdisciplinary research of cultural communication.
2. Linguistic, ethnic, confessional and cultural identity and mobility.
3. Intercultural discourses of Slovak-Slavic and Slovak-non-Slavic relations; processes and contexts of national culture development.
4. National, areal and European specificities and inspirations of the relationship between language and culture in writing in Slovakia; contexts of Latin and Byzantine culture.
5. Concepts of Slovak linguistic identity from historical, comparative and typological perspectives.
6. Slovak confessionalism and the supra-confessional dimension of written Slovak in practice.
7. Source and identity.
8. Slovakia in the context of European linguistic and cultural policy. Languages and communities, language and language rights.
9. Migration, emigration, diaspora and re-emigration: historical realities and current status.
10. Cultural and civilizational processes in language: media, globalization, individualism, concepts of the everyday - synchronic and diachronic perspectives.
11. Outline of theories, approaches and methods of classification of linguistic-cultural phenomena: modern interdisciplinary approaches to the knowledge of the relationship between language and culture on the example of ethnolinguistics and modern value concepts.

The thematic structuring of the course will enable the student to gain a basic overview of cultural contexts, concepts and the current development of value processes and attitudes, as well as of the relationship between language and culture, in a step-by-step manner. The course will offer a necessary body of knowledge that will foster the student's creative thinking and synthesizing skills. Upon completion of the course, the student will be able to orient himself/herself to the diverse issues of Slovak linguistic and cultural development and will be able to synergistically connect conceptual knowledge with current cultural trends in society and education. The course will provide the space for the complementarity of approaches necessary for the transferability of teaching skills as a comprehensively prepared person, enabling the connection of knowledge with current interpretive skills of critical thinking about Slovak culture. The student will acquire the prerequisites and motivation to develop these skills in further self-study, in critical thinking and in the application of knowledge in the educational process.
The course will lead the student to active acquisition of information and to effective use of cross-cutting and specialized knowledge, will strengthen and develop his/her skill to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, to modify his/her knowledge in doing so and to creatively use appropriate and adequate methods of the discipline. The student will strengthen and develop his/her communicative competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of authorship, to plan and be actively responsible for his/her own

education, to develop and strengthen his/her sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

BANÍK, A. A. 2010. Na dejinnej križovatke. Martin: Matica slovenská. 484 s. ISBN 978-80-709-096-45. (selected chapters)

ŽEŇUCH, P. 2002. Medzi Východom a Západom. Byzantsko-slovanská tradícia, kultúra a jazyk na východnom Slovensku. Bratislava: Veda, vydavateľstvo SAV. 288 s. ISBN 80-224-0697-X. (selected chapters)

Recommended readings:

BRTÁŇOVÁ, E. 2013. Úvod do kultúry stredoveku [elektronický zdroj]. Trnava: Filozofická fakulta Trnavskej univerzity v Trnave. 101 s. ISBN 978-80-8082-596-6. Available on: https://www.truni.sk/sites/default/files/uk/f000340.pdf (selected chapters)

FISCHEROVÁ, A. et al. 2004. Kulturologické koncepcie a koncepty na Slovensku v 20. storočí. Bratislava: PEEM – Peter Mačura. 200 s. ISBN 80-891-971-32. (selected chapters)

ŠRANK, J. 2020. Rehabilitačná komisia Zväzu slovenských spisovateľov 1968 – 1969 v dobových súvislostiach. In: Litikon, roč. 5, č. 2, s. 5 – 33.

ŠRANK, J. 2019. Reč električiek v slovenskej poézii. In: Vlna, roč. 21, č. 81, s. 16 – 21.

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. PhDr. Peter Žeňuch, DrSc.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde024/22	Processing and interpretation of statistical data

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless.
B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.
C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.
D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.
E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.
Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

Learning outcomes:

Learning outcomes
Learning objectives and outcomes and transferable competences:
Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

Class syllabus:

Brief outline of the course:
Introduction to types of variables and basic statistical theory. Mastering the creation of descriptive statistics files in MS Excel and JASP. Ability to test statistical hypotheses using parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.
1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry
8. Estimates of the characteristics of the base set
9. Hypothesis testing
10. Semester project presentation

Recommended literature:
Recommended reading:
CHAJDIAK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0
NEUBAUER, J., SEDLAČÍK, M., KŘÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5
RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311

Languages necessary to complete the course:
slovak and czech

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: doc. PaedDr. Lilla Koreňová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde024/22	Processing and interpretation of statistical data

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless.
B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.
C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.
D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.
E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.
Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

Learning outcomes:

Learning outcomes
Learning objectives and outcomes and transferable competences:
Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

Class syllabus:

Brief outline of the course:
Introduction to types of variables and basic statistical theory. Mastering the creation of descriptive statistics files in MS Excel and JASP. Ability to test statistical hypotheses using parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.
1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry
8. Estimates of the characteristics of the base set
9. Hypothesis testing
10. Semester project presentation

Recommended literature:
Recommended reading:
CHAJDIAK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0
NEUBAUER, J., SEDLAČÍK, M., KŘÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5
RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311

Languages necessary to complete the course:
slovak and czech

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: doc. PaedDr. Lilla Koreňová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KAJL/M-ANGde005/22	**Course title:** Psychological Aspects of Foreign Language Learning

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, preparation for continuous assessment = 22 hours, preparation of two seminar papers = 16 hours, preparation for the final assessment = 15 hours (final seminar paper = 8 hours, final test = 7 hours)
Teaching methods:
Explanation, work with scientific text, guided discussion, group work, brainstorming, heuristic methods, problem-solving tasks, application of theoretical knowledge in practice, introspective analysis of experiences, critical analysis of experienced teaching approaches

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (40%):
2 seminar papers - topics adapted to the group and their level of knowledge and educational-psychological thinking (2 x 20%)
To be allowed to write a final test, students have to achieve min 60% of continuous assessment (=24%).
Final assessment (60%):
Final seminar paper: “My own learning styles and English language learning strategies” (developing metacognitive awareness) (20%)
Final test is focused on acquired theoretical knowledge and its application to English language learning and teaching (40%)
In the seminar papers learners present and justify their opinions underpinned by acquired theoretical knowledge, critical analysis of experienced teaching approaches and introspective analysis of

their impact on the effectiveness of language learning as well as on their behaviour and personal development. In addition, some suggestions for effective interventions are provided.
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
The final assessment reflects the level of students' knowledge, level of their pedagogical-psychological-linguistic thinking; skills to apply theoretical knowledge to the practice of foreign language teaching, analyse and solve problems; level of their presentation and argumentation skills, as well as their competences to utilize the knowledge for their professional and personal development in accordance with the principles of well-being.
Scale of assessment (preliminary/final): Continuous assessment (40%): 2 seminar papers - topics adapted to the group and their level of knowledge and educational-psychological thinking (2 x 20%) To be allowed to write a final test, students have to achieve min 60% of continuous assessment (=24%). Final assessment (60%): Final seminar paper: "My own learning styles and English language learning strategies" (developing metacognitive awareness) (20%) Final test is focused on acquired theoretical knowledge and its application to English language learning and teaching (40%) In the seminar papers learners present and justify their opinions underpinned by acquired theoretical knowledge, critical analysis of experienced teaching approaches and introspective analysis of their impact on the effectiveness of language learning as well as on their behaviour and personal development. In addition, some suggestions for effective interventions are provided.

Learning outcomes:
Objectives and learning outcomes:
Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills, and competences:
Knowledge:
Students acquire knowledge of the impact of relevant psychological disciplines on the methodology of English language teaching.
They acquire basic knowledge of the psychology of foreign language learning and teaching, and neurodidactics, which is essential for developing professional skills and personal characteristics of English language teachers; they understand its importance for humanistic education, as well as for solving problems reflecting individual differences of learners.
They understand learning mechanisms as well as the determining impact of cognitive and affective components on the effectiveness of language learning.
Skills:
Students can work with professional texts, critically analyse the latest findings and their relevance for English language teaching in Slovakia.
They develop their analytical-critical and pedagogical-psychological-linguistic thinking, which is fundamental for their pedagogical flexibility, creativity, empathy, and other personality characteristics.
They develop skills to apply acquired theoretical knowledge in foreign language teaching practice, analyse the sources of educational problems and suggest appropriate interventions.
They develop English language communicative competence (C1 level) and can fluently communicate about professional issues.
Competences:
Students develop their metacognitive awareness, autonomy, and effective self-study strategies; they are responsible for their professional development.
They develop their presentation and argumentation skills, ability to formulate, justify and defend their opinions and attitudes.

They develop professional and personal characteristics fundamental for humanistic teaching approaches and for solving educational problems reflecting social and ethical responsibility.
They can effectively communicate in English, work in team, and cooperate in solving educational problems.
They have predispositions to actively participation in professional events in foreign language education.

Class syllabus:

Course contents:
Main themes of the course:
1. The Learner-centred approach – synthesising knowledge related to linguodidactics acquired in their previous study, students develop their skills to apply theoretical knowledge in foreign language teaching practice; they deepen their skills and competences fundamental for the humanization of foreign language teaching; they develop their presentation and argumentation skills in English as well as their cooperation and team-work skills.
2. The basis of neurodidactics – brain-compatible foreign language learning – students learn about and understand the impact of neuroscience on the methodology of English language teaching, which is fundamental for the development of their professional skills.
3.#Individual and developmental learners´ differences in foreign language learning (age, aptitude, intelligence, learning styles, learning strategies, personality, affective components) – students acquire basic knowledge in the psychology of foreign language learning and teaching; they understand the determining impact of cognitive and affective components on the effectiveness of language learning; they develop their analytical-critical and pedagogical-psychological-linguistic thinking, which is fundamental for their pedagogical flexibility, creativity, and empathy; they develop their metacognitive awareness and autonomy; they deepen their skills to work with professional sources, critically analyse information and evaluate its relevance for English language teaching in Slovakia.
4.Psychological aspects of developing linguistic (grammar) competence – based on acquired theoretical knowledge, students understand the psychological mechanisms of foreign language grammar learning, they understand causal relationships and sources of pedagogical problems; they develop their skills to apply theoretical knowledge in pedagogical practice.
Teaching these topics using the methods above significantly contributes to achieving the set goals and learning outcomes listed in the profile of a graduate.

Recommended literature:

Compulsory readings:
LOJOVÁ, G. (2004). Teória a prax vyučovania gramatiky cudzích jazykov. Bratislava: Monitor Promotion.
LOJOVÁ, G. (2005, 2011, 2014, 2017). Individuálne osobitosti pri učení sa cudzích jazykov I. Bratislava: Vydavateľstvo UK.
LOJOVÁ, G. and VLČKOVÁ, K.(2011). Styly a#strategie vo výuce cizích jazyku. Praha: Portál.
Williams, M., Mercer, S. and Ryan, S. (2015). Exploring psychology in language learning and teaching. Oxford: OUP.
Recommended readings:
DÖRNYEI, Z. (2005). The Psychology of the Language Learner. Lawrence Erlbaum Associates, Publishers.
DÖRNYEI, Z. (2009). The Psychology of Second Language Acquisition. Oxford: OUP.
LOJOVÁ, G. (2019). Učme cudzí jazyk efektívnejšie: Prístup zameraný na žiaka. Bratislava: Vydavateľstvo UK.
Williams, M. a Burden, R. (1997). Psychology for Language Teachers, Cambridge: CUP.

LOJOVÁ, G. (2021). Súčasné smerovanie v psychológii učenia sa a vyučovania cudzích jazykov. Philologia, 31, no. 1: 7–20.
The publications are available in Slovak libraries and bookshops.

Languages necessary to complete the course:
English, Slovak, Czech

Notes:

Past grade distribution
Total number of evaluated students: 276

A	ABS	B	C	D	E	FX
23,19	0,0	13,77	20,65	15,94	19,57	6,88

Lecturers: prof. PhDr. Gabriela Lojová, PhD.

Last change: 14.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde018/22	Psychological analysis of school educational situations

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% of continuous assessment
Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.
Students after completing the course:
- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations
Upon completion of the course, students will be able to:
- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour
Students are competent after completing the course:
- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

Class syllabus:
Brief outline of the course:
1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

Recommended literature:

Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982. Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982.
ŠRAMOVÁ, B., DEPTOVÁ, T., HAMRANOVÁ, A., POLIAKOVÁ, E.. (2019). Násilie v intímnych vzťahoch dospievajúcich. Metodika pre prácu v oblasti prevencie. Univerzita Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

Languages necessary to complete the course:

slovak and czech

Notes:

subject with psychological focus, in the study plan marked

Past grade distribution

Total number of evaluated students: 276

A	ABS	B	C	D	E	FX
83,7	0,0	8,7	2,54	0,72	1,09	3,26

Lecturers:

Last change: 10.11.2022
Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde018/22	Psychological analysis of school educational situations

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% of continuous assessment
Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.
Students after completing the course:
- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations
Upon completion of the course, students will be able to:
- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour
Students are competent after completing the course:
- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

Class syllabus:
Brief outline of the course:
1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

Recommended literature:

Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982. Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982.
ŠRAMOVÁ, B., DEPTOVÁ, T., HAMRANOVÁ, A., POLIAKOVÁ, E.. (2019). Násilie v intímnych vzťahoch dospievajúcich. Metodika pre prácu v oblasti prevencie. Univerzita Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

Languages necessary to complete the course:

slovak and czech

Notes:

subject with psychological focus, in the study plan marked

Past grade distribution

Total number of evaluated students: 276

A	ABS	B	C	D	E	FX
83,7	0,0	8,7	2,54	0,72	1,09	3,26

Lecturers:

Last change: 10.11.2022
Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde022/20	Recitation Competitions

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 6s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde022/20	Recitation Competitions

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 6s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Ľubica Horváthová, PhD., Mgr. Eva Faithová, PhD.

Last change: 10.02.2021

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde016/22	Religious studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level),
C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level),
D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with an emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives:
To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest in terms of both number of adherents and geographical representation.

Class syllabus:

Brief outline of the course:
1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

Recommended literature:

Compulsory reading:
ZAVIŠ, M. (2008). Repetitórium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7
Recommended reading:
ELIADE, M. (1995). Dejiny náboženských predstáv a ideí I. Bratislava: Agora, 398 s., ISBN 80-967210-1-1
ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X
ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8
GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609
HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh,. 134 s., ISBN 80-85241-64-1
KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2
KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.
KÜNG, H. (2007). Po stopách světových náboženství. Brno: CDK. 179 s. ISBN 80-7325-059-4
ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0

ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 486

A	ABS	B	C	D	E	FX
37,24	0,0	30,45	15,43	6,17	7,41	3,29

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 27.02.2024

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde016/22	Religious studies

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level),
C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level),
D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with an emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives:
To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest in terms of both number of adherents and geographical representation.

Class syllabus:

Brief outline of the course:
1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

Recommended literature:

Compulsory reading:
ZAVIŠ, M. (2008). Repetitórium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7
Recommended reading:
ELIADE, M. (1995). Dejiny náboženských predstáv a ideí I. Bratislava: Agora, 398 s., ISBN 80-967210-1-1
ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X
ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8
GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609
HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh,. 134 s., ISBN 80-85241-64-1
KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2
KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.
KÜNG, H. (2007). Po stopách světových náboženství. Brno: CDK. 179 s. ISBN 80-7325-059-4
ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0

ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 486

A	ABS	B	C	D	E	FX
37,24	0,0	30,45	15,43	6,17	7,41	3,29

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 27.02.2024

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde023/20	School Magazine/School Radio

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 4s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Eva Faithová, PhD., Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde023/20	School Magazine/School Radio

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 4s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde011/22	Semantics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 50 hours in total
Direct teaching = 22 h, home preparation (revision + homework) = 10 h, preparing for in-semester assignments = 3.5 h, theoretical-application test during the semester = 3.5 h, theoretical-application test at the end of the semester = 11 h
Teaching methods:
Monological methods (explanation), dialogical methods and practical methods (guided exercises and open communication situations), problem-based methods (creating mind maps on given topics), guided self-study (working with the text to identify and explain semantic problems

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements
Continuous assessment (100 percent):
10 home assignments in the form of exercises and short open-ended essay assignments. Each assignment is worth 2 percent. (20%)
Theoretical-application test during the semester (20%)
Theoretical-application test at the end of the semester (60%)
Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX
Grade A (excellent performance): The student can independently respond to questions and complete assignments. The student is familiar with semantic theories and independently develops practical exercises. The student can independently identify and compare semantic categories in a text.
Grade B (very good): The student can respond to questions and complete assignments with minimal assistance. The student is familiar with semantic theories and completes practical exercises with

minimal assistance from the instructor or team. The student is able to identify and compare semantic categories in a text with minimal assistance.
Grade C (good): The student can respond to questions and develop assignments with assistance. The student is familiar with semantic theories and does practical exercises with the help of the teacher or the team. The student can identify and compare semantic categories in a text with help.
Grade D (satisfactory): The student can respond to questions and develop assignments with intensive help. The student is partially familiar with semantic theories and develops practical exercises with intensive help from the teacher or team... The student can identify and compare semantic categories in a text with intensive help.
Grade E (sufficient): The student can respond to questions and develop assignments with support and intensive help. The student is partially familiar with semantic theories but makes more serious errors. The student is able to identify and compare semantic categories in a text with support and intensive help from the teacher or the team.
Scale of assessment (preliminary/final): Continuous assessment (100 percent): 10 home assignments in the form of exercises and short open-ended essay assignments. Each assignment is worth 2 percent. (20%) Theoretical-application test during the semester (20%) Theoretical-application test at the end of the semester (60%)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills, and competences:
Knowledge:
The student masters the basic content of semantics and related disciplines and the fundamentals of semantic analysis; the student deepens his/her knowledge of the vocabulary of the English language, understands the importance of polysemy, and masters the fundamentals of lexical semantics, prototypical semantics, and understands the relationships between semantics and other linguistic disciplines (especially lexicology, morphology, and syntax). The student knows the semantic relations between lexemes and can apply them in communication. The student is familiar with the semantic literature and understands the trends in the development of the contemporary English language. The student knows the differences and similarities in the meanings and functions of language structures of the native (Slovak) and target (English) languages and understands the different interpretations of extralinguistic reality.
Skills:
The student can identify semantic relationships in a text. The student will be able to practically use neutral and stylistically marked vocabulary. The student can identify and correctly point out functional and semantic differences between English and Slovak, can work with interlingual relations and interpret different extralinguistic realities, can semantically analyse authentic English texts. The student is able to apply an extensive vocabulary at C1 level and has developed the skills to communicate fluently in English on semantic topics, knows how to use information and communication technologies and can look up the meanings of vocabulary in dictionaries and databases.
Competences:
The student has adequately developed analytical-critical thinking, can critically evaluate similarities and differences in the meanings of words, phrases and sentences, which allows him/her to use the acquired knowledge for his/her personal, professional and social development, is able to argue adequately, present semantic theories, can communicate effectively, cooperate and solve problems in a team, knows how to use Internet resources, can actively search for information in corpora, knows the principles and possibilities of the application of digital technologies.

Class syllabus:

Course contents:

Main themes of the course:

Typology of meaning, lexical semantics, semasiology and onomasiology, prototype theory, semantic word formation, semantics of figurative language, analysis of semantic fields, word linking, sentence semantics, pragmatics, speech act theory

The above knowledge will contribute to the overall readiness of the graduate for the teaching profession. The student is familiar with the basic content and methodology of semantics and related linguistic disciplines, he / she is familiar with the broader cultural and social contexts. The student is able to work with professional texts, is familiar with the semantic literature, can observe, and critically analyse various semantic topics and problems. The student is able to implement these problems in his/her pedagogical activities, especially with regard to lexical semantics and areas where semantics meets other linguistic or linguodidactic areas of inquiry. The student has developed the skills to communicate fluently in English in a variety of specific situations at C1 level. The student can communicate effectively on semantic problems and has adequately developed presentation and argumentation skills.

Recommended literature:

Compulsory readings

HURFORD, J. R. and HEASLEY, B. (1995). Semantics: A Coursebook. Cambridge University Press.

Recommended readings

CRUSE, D. A. (1986). Lexical Semantics. Cambridge University Press.

HATCH, E. and BROWN, C. (1995). Vocabulary, Semantics and Language Education. Cambridge University Press.

LYONS, J. (1995). Linguistic Semantics. An Introduction. Cambridge University Press.

The resources are available in the Slovak bookshops and libraries.

Languages necessary to complete the course:

English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
40,74	0,0	22,22	22,22	7,41	3,7	3,7

Lecturers:

Last change: 14.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde015/22	Seminar in literary Classicism and Romanticism

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
20 hours of continuous reading of fiction texts per lesson;
8 hours of preparation for the presentation of the assignment with emphasis on the application of acquired knowledge and reading-interpretation skills;
10 hours of preparation for a written test focused on identifying excerpts from the literary works read;
A total of 60 hours of student work.
Teaching methods: Interpretation, demonstration, dialogue with students, dialogue in a group of students, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, e-learning, guided self-study

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the presentation of the assigned assignment with emphasis on the application of the acquired knowledge and reading-interpretation skills (60 points) and on a written test at the end of the midterm focused on the identification of excerpts from the readings of literary works (40 points). The course culminates in a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 36 points, continuous assessment: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent,

logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired literary-historical knowledge in a convincing manner, is able to creatively apply and adapt it at an excellent level, innovate and design procedures of working with literary text in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his speech is excellent, has well-developed skills of independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the literary-historical knowledge acquired and is able to apply it very well, adapt and innovate the procedures of working with literary texts in school practice, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed skills of independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent, arranges the facts presented appropriately and makes only occasional mistakes, can reliably apply the literary-historical knowledge acquired and the existing procedures for working with a literary text in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with a literary text in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent and significant deficiencies in the arrangement of facts, can minimally apply the acquired literary-historical knowledge and existing procedures for working with a literary text in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent, does not know the facts and their logical connections, cannot apply the acquired literary-historical knowledge to work with a literary text in school practice, cannot solve individual tasks and assignments, cannot further self-study.

Learning outcomes:

The student has the skills and competence of versatile interpretation of an artistic text from the period of Slovak literary classicism, pre-romanticism and romanticism and the ability to take a critical attitude to the interpreted text. The student has thoroughly acquired and mastered theoretical knowledge of the history of literary classicism, pre-Romanticism and Romanticism and is able to apply it creatively in literary analytical practice. The student has a comprehensive knowledge of a set of literary texts of the above-mentioned periods and has acquired knowledge of the basic principles of literary analysis. Can apply the acquired theoretical knowledge in practical analyses of specific literary texts, as well as in analyses of problem tasks. He/she can apply the analytical and interpretative skills and acquired competences in the professional and school analysis and interpretation of specific literary texts, understands the specificity and artistic value of selected literary texts and can actively seek new possibilities in the approach to a literary text. Understands

the content of key literary works, grasps their interrelationships and is able to compare them in the context of the Classical, Pre-Romantic and Romantic periods. The student has acquired practical skills in thinking critically about literary texts. The student is able to communicate facts, concepts and opinions, formulate and defend arguments, and creatively and independently apply and interpret them in a complex analysis of works of Slovak Classical, Pre-Romantic and Romantic literature. Has developed analytical skills as well as the ability to think abstractly and critically. The student is able to interpret a literary text in relation to other art forms. The student is able to solve problem-solving tasks and has developed the skill of actively acquiring information and using it to solve practical tasks in the field using appropriate and adequate procedures. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They also have a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The acquired theoretical knowledge, practical skills, achieved competences can be conveyed by the student to the general public and lay addressees and can be applied in the higher level of university studies, but especially creatively applied in the future teaching practice in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Bernolák and the Bernoláks, the Bernolák's polemics; J. Fándly's enlightenment and nation-building activities; the Enlightenment-rationalist starting points in the first Slovak novel by J. I. Bajza.
2. Anacreontic poetry of the waning Rococo; features and motifs of the emerging classicism in the poetic works of J. Palkovič, B. Tablic and P. J. Šafárik.
3. The culmination of Enlightenment classicism in the poetic works of J. Hollý; the aesthetic ideal of classicism.
4. Pre-Romantic tendencies and the idea of Slavic mutuality in the work of J. Kollár.
5. Aesthetic views and artistic, philosophical and social issues in the prose of K. Kuzmány; the world of distorted morality in the dramatic work of J. Chalupka.
6. Poetry of Slovak Romanticism, concepts and forms. The poetic works of S. Chalupka and A. Sládkovič.
7. Various forms of Romantic poetry; the concept of the great cyclic poem by J. Kráľ, balladically tuned poems and the Janosik theme in the poetry of J. Botto.
8. The forms of romantic prose and historical fable in the works of J. Kalinčiak and J. M. Hurban.
9. The messianic line of Slovak romanticism in the poetic works of S. B. Hroboň.
10. Literary polemic with the romantic conception in the work of J. Záborský, typology of dramatic literature of the romantic period, J. Palárik's merry play.
11. Epic image of Slovak society in the matriarchal period. Post-romantic tendencies in the short prose of Ľ. Kubáni and G. K. Zechenter-Laskomerský.

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will deepen and develop his/her knowledge of the history of Slovak literary classicism, pre-Romanticism and Romanticism. The stratification of topics will provide the student with the necessary body of knowledge to support the formation of creative and synthesizing skills about the literary and historical-social context of the period. The student will gain reading and interpretive experience with specific literary texts from the works of Classical, Pre-Romantic, and Romantic authors of Slovak literature. The student will learn to analyze the meaning of individual works, beginning with the language of the periods, through relationships and motivic plans (reality, characters, plot) to the sujet-compositional and genre construction of the works. They will understand the significance of the Bernolák movement and the nature of the educational and nation-building activities of prose works in the Classical period. They will be

able to explain the Enlightenment-rationalist background in the first Slovak novel by J. I. Bajza and to specify the features and motifs in the poetry of the emerging Classicism and the receding Rococo in selected poems by J. Palkovič, B. Tablic and P. J. Šafárik. He will be able to point out the monumentalisation of Slovak history in the epics of J. Hollý and to perceive the idyllic world of nature in the selaneks. He will be able to explain the idea of Slavic reciprocity, patriotic and nation-building themes and love motifs in the poems of J. Kollár. He will be able to analyse the emotional and thought world of literary characters conveying the aesthetic and philosophical views of K. Kollár. Kuzmány, understand the perception of distorted morality in the satirical hilarious plays of J. Chalupka. He will get to know the main representatives of the period of Slovak literary romanticism. In the poetic works of S. Chalupka, A. Sládkovič, J. Kráľ and J. Botto, he will be able to perceive the inner romantic contradiction of the lyrical hero, the contradiction of the ideal and reality, love motifs, historical themes and, above all, the presence of a national tendency. He will be able to grasp the emphasis on the spiritual principle of all-embracing essential truth in the messianic work of S. B. Hroboň. In the historical romantic prose of J. Kalinčiak and J. M. Hurban, based on an exacerbated plot, it will pay particular attention to the historical context against the background of which the love story takes place. It will recognise the dominant features of the prose and dramatic works of J. Záborský and the merry play of J. Palárik. The student will understand the circumstances of the waning Romanticism and will get to know the epigonic work of Ľ. Kubáni and G. K. Zechenter-Laskomerský. The course will focus mainly on the development of analytical and interpretive skills applicable to the professional and school analysis and interpretation of specific literary texts. The student will deepen and develop literary scientific knowledge, which he/she will be able to apply to literary practice, which will also contribute to the development of students' creativity. The student will be able to communicate and analyse the structure of texts on a given topic, highlight their artistic and aesthetic value, take a critical stance and be able to discuss the topic in a broader cultural and social context. The acquired knowledge and skills will be able to be further developed in pedagogical practice. On the basis of these skills, the student will acquire the competence to apply them in activities aimed at developing literary-critical analysis of literary texts and also in the educational process and school practice. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

BRTÁŇOVÁ, E. 2016. Romantici – kazatelia. In: ZAJAC, P. Štúr, štúrovci, romantici, obrodenci. Bratislava: Ústav slovenskej literatúry SAV, s. 119 – 131. ISBN 978-80-88746-32-4.
VOJTECH, M. 2020. Slovenská klasicistická a preromantická literatúra. 2. vyd. Bratislava: Univerzita Komenského.185 s. ISBN 978-80-223-5022-8.

Recommended readings:

BLAŽENCOVÁ, Ľ. 2022. Tri žalmické adaptácie Andreja Sládkoviča. In: Slovenská literatúra, roč. 69, č. 2, s. 159 – 171. ISSN (print) 0037-6973.
BRTÁŇOVÁ, E.(ed.) 2017. Literárnohistorické kolokvium. IV. Klasicizmus. Bratislava: Ústav slovenskej literatúry SAV. 185 s. ISBN 978-80-88746-37-9. (selected chapters)
ČÚZY, L. a kol. 2004. Panoráma slovenskej literatúry I. Bratislava: Slovenské pedagogické nakladateľstvo. 196 s. ISBN 80-10-00316-6. (selected chapters)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 295

A	ABS	B	C	D	E	FX
31,19	0,0	30,51	21,69	9,83	5,08	1,69

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde018/22	Seminar in literary Realism

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
20 hours of continuous reading of fiction texts per lesson;
8 hours of preparation for the presentation of the assignment with emphasis on the application of acquired knowledge and reading-interpretation skills;
10 hours of preparation for a written test focused on identifying excerpts from the literary works read;
A total of 60 hours of student work.
Teaching methods: interpretation, demonstration, dialogue with students, dialogue in a group of students, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, e-learning, guided self-study

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the presentation of the assigned assignment with emphasis on the application of the acquired knowledge and reading-interpretation skills (60 points) and on a written test at the end of the midterm focused on the identification of excerpts from the readings of literary works (40 points). The course culminates in a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 36 points, continuous assessment: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of literary realism in the required range, logically arranges the presented facts flawlessly,

can critically and independently evaluate the acquired literary-historical knowledge convincingly, can creatively apply, adapt, innovate and design the procedures of working with literary text in school practice at an excellent level, has the ability to deal creatively independently and imaginatively with individual tasks and assignments in wider literary, literary-historical and cultural contexts, the linguistic and stylistic level of his/her expression is excellent, and has well-developed skills for further independent learning;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of literary realism to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the literary-historical knowledge acquired, and is able to apply, adapt and innovate the procedures of working with a literary text in school practice very well, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well developed skills for further independent learning;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of literary realism to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply the literary-historical knowledge acquired and the existing procedures for working with literary texts in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of literary realism to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of literary realism to the required extent and significant deficiencies in the arrangement of facts, can minimally apply the acquired literary-historical knowledge and existing procedures for working with a literary text in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of literary realism to the required extent, does not know the facts and their logical connections, cannot apply the acquired literary-historical knowledge to work with a literary text in school practice, cannot solve individual tasks and assignments, cannot further self-study.

Learning outcomes:

The student has the skills and competence of versatile interpretation of an artistic text from the period of Slovak literary realism and the ability to take a critical attitude to the interpreted text. The student has thoroughly acquired and mastered theoretical knowledge of the history of literary realism and is able to apply it creatively in literary analytical practice. Has a comprehensive knowledge of a set of literary texts of the period of Slovak literary realism, has acquired knowledge of the basic principles of literary analysis. Can apply the acquired theoretical knowledge in practical analyses of specific literary texts, as well as in analyses of problem tasks. He can apply the analytical and interpretative skills and acquired competences in the professional and school analysis and interpretation of specific literary texts, understands the specifics and artistic value of selected literary texts, and actively seeks new possibilities in the approach to a literary text. Understands the content of key literary works, grasps their interrelationships and is able to compare them in the context of the whole period of Realism. The student has acquired practical skills in thinking critically about literary texts. The student is able to communicate facts, concepts and opinions,

formulate and defend arguments, and creatively and independently apply and interpret them in a comprehensive analysis of works of Slovak realist literature. Has developed analytical skills as well as the ability to think abstractly and critically. The student is able to interpret a literary text in relation to other art forms. The student is able to solve problem-solving tasks and has developed the skill of actively acquiring information and using it to solve practical tasks in the field using appropriate and adequate procedures. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They also have a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The acquired theoretical knowledge, practical skills and achieved competences can be communicated by the student to the general public as well as to lay addressees and can be applied in the higher level of university studies, but especially creatively applied in the future teaching practice in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Poetry on the road from romanticism to realism. The poetry collection of S. Hurban Vajanský and K. Banšell.
2. The meaning-making and compositional principle in the prose work of S. Hurban Vajanský.
3. Lyricism in the period of realism and its parnasistic tendencies in the work of P. Országh Hviezdoslav.
4. Verse epic of P. Országh Hviezdoslav.
5. The innovator of traditions M. Kukučín and his short prose.
6. The forms of autobiographical and memoir prose in the period of realism, the prose of E. Maróthy-Šoltésová.
7. The method of literary realism and prose from the village environment in the work of B. Slančíková Timrava.
8. Prose with an autobiographical heroine and ironic disillusionment in the prose of B. Slančíková Timrava.
9. The forms of the narrator's representation in the prose works of J. Gregor Tajovský.
10. Dramatic work of J. Gregor Tajovský.
11. Aesthetic and ethical principles in the work of Ľ. Podjavorinská and T. Vansová.

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will have knowledge of the history of Slovak literary realism, which he/she will deepen and develop. The layering of topics will provide the student with the necessary body of knowledge to support the formation of creative and synthesising skills about the literary and historical-social context of the period. The student will have reading-interpretive experience with specific literary texts from the works of realist authors of Slovak literature. The student will be able to analyze the meaning of individual works, starting with the language of the periods mentioned, through relationships and motivic plans (reality, characters, plot) to the plot-compositional and genre construction of the works. The student will understand the sequence of development of Slovak literary realism, its founding generation, the generation of late realism and the emergence of modernist tendencies. The student will learn about the nature of the disputes over the new form of literature at the turn of the 1860s and 1870s and the ideological and artistic direction of young poets expressed in the almanac Napred (Forward). He will be able to analyse the attitudes of the lyrical subject in dealing with questions of the personal and the superpersonal in the poetry of the high poetic style of P. Országh Hviezdoslav and the new quality of poetic expression in the work of S. Hurban Vajanský. The student will be able to explain the meaning-making and compositional principles in the prose works of S. Hurban Vajanský and his question of the leading force in the nation. The student will be able to specify the thematic focus on the village man and his customary traditions, the new literary language and the particular humour in M. Kukučín's prose. He will be

able to point out the forms of autobiographical and memoir prose of E. Maróthy-Šoltésová. The student will be able to explain the specific features of the literary work of authors at the turn of the 19th and 20th centuries. The student will be able to analyse the emotional and thought world of literary characters and the original way of depicting human relationships and destinies in the prose works of B. Slančíková Timrava. The student will learn about the dominant features of the prose and dramatic work of J. Gregor Tajovský with the thematisation of misery as a natural part of reality. He will get to know the verse and prose works thematising the position of women in the work of Ľ. Podjavorinská and T. Vansová. The course will focus in particular on the development of analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts. The student will deepen and develop literary scientific knowledge, which will be able to apply to literary practice, which will also contribute to the development of creativity of pupils. He/she will be able to communicate about a given topic and analyze the structure of realistic literary texts, highlight their artistic and aesthetic value and take a critical stance. They will be able to discuss it in a broader cultural and social context. The acquired knowledge and skills will be further developed in teaching practice. On the basis of these skills, he will acquire the competence to apply them in activities aimed at developing literary-critical analysis of literary texts, as well as in the educational process and school practice. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

KAČALA, J. – BOJNIČANOVÁ, R. eds. 2015. Obraz Argentíny, Čile a Francúzska v cestopisnej próze Martina Kukučína. Bratislava: Vydavateľstvo UK. 163 s. ISBN 978-80-223-4044-1. (selected chapters)

SEDLÁK, I. a kol. 2009. Dejiny slovenskej literatúry I. Martin: Matica slovenská, s. 418 – 518. ISBN 978-80-7090-935-5.

Recommended readings:

BLAŽENCOVÁ, Ľ. 2021. Večný pútnik Martin Kukučín. In: SVORADOVÁ, V. – BLAŽENCOVÁ, Ľ. – MASARYK, M.: Osobnosti slovenskej literatúry v interkultúrnych kontextoch. Bratislava: Univerzita Komenského v Bratislave, s. 7 – 28. ISBN 978-80-223-5287-1.

BLAŽENCOVÁ, Ľ. 2023. Reflexia básne Pavla Országha Hviezdoslava Žalm na tisícročnú pamiatku vierozvestcov sv. Cyrila a Metodeja. In: Studia Academica Slovaca: prednášky 59. letnej školy slovenského jazyka a kultúry, roč. 52. Bratislava: Univerzita Komenského v Bratislave, s. 268 – 285. ISBN 978-80-223-5648-0.

ČEPAN, O. 2001. Próza slovenského realizmu. Bratislava: Veda. 290 s. ISBN 80-224-0654-6. (selected chapters)

ČÚZY, L. a kol. 2005. Panoráma slovenskej literatúry II. Bratislava: Slovenské pedagogické nakladateľstvo. 176 s. ISBN 80-10-00674-2. (selected chapters)

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution
Total number of evaluated students: 254

A	ABS	B	C	D	E	FX
46,46	0,0	25,98	18,9	6,69	1,97	0,0

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde012/22	Seminar in older literature

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
20 hours of continuous reading of fiction texts per lesson;
8 hours of preparation for the presentation of the assignment with emphasis on the application of acquired knowledge and reading-interpretation skills;
10 hours of preparation for a written test focused on identifying excerpts from the literary works read.
A total of 60 hours of student work.
Teaching methods: lecturing, interpretation of theoretical knowledge and its application to practical examples, moderated conversation, text analysis, guided self-study, e-learning

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the presentation of the assigned assignment with emphasis on the application of the acquired knowledge and reading-interpretation skills (60 points) and on a written test at the end of the midterm focused on the identification of excerpts from the readings of literary works (40 points). The course culminates in a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the marks must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the marks in any component of the assessment (presentation: less than 36 marks, final test: less than 24 marks).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of early literature in the required range, logically arranges the facts presented in a flawless manner, can critically and independently evaluate the acquired literary-historical

knowledge in a convincing manner, can creatively apply, adapt, innovate and design procedures for working with literary text in school practice at an excellent level, has the ability to deal creatively independently and imaginatively with individual tasks and assignments in wider literary, literary-historical and cultural contexts, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of early literature to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the literary-historical knowledge acquired and is able to apply, adapt and innovate the procedures of working with a literary text in school practice very well, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is very good, has very well developed skills for further independent learning;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of early literature to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply the literary-historical knowledge acquired and the existing procedures for working with literary texts in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of older literature to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with a literary text in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of older literature in the required range and significant deficiencies in the organisation of facts, can minimally apply the acquired literary-historical knowledge and existing procedures for working with literary text in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of older literature to the required extent, does not know the facts and their logical connections, cannot apply the acquired literary-historical knowledge to work with a literary text in school practice, cannot solve individual tasks and assignments, cannot further self-study.

Learning outcomes:
The student has the knowledge, skills and competence of versatile interpretation of an artistic text from the period of older Slovak literature, has acquired the ability to take a critical attitude to the interpreted text and is able to transfer the acquired knowledge originally and creatively into pedagogical practice. He or she has thoroughly mastered theoretical knowledge concerning the style and poetics of the period and is able to apply it creatively in literary-analytical practice, i.e. in the analysis of specific texts. The student can creatively and independently apply, argue and interpret the acquired practical skills in a complex analysis of a literary work. Based on problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. Theoretical knowledge and practical skills can also be applied in higher

education. They can use and creatively apply them in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Oral tradition. Roman stories. Exemplars and their function.
2. Old Slavonic literary monuments and their model of poeticity.
3. Standard poetics in medieval legends and chronicles: the Chronicle of Anonymous, the Legend of the Moor, the Legend of St. Ladislaus, the Legend of St. Margaret.
4. Civic-political reflections in the works of M. Rakovský and J. Koppay.
5. Spiritual lyrics of J. Silván, V. B. Nedožerský, E. Láni. Historical songs: the composition of M. Bosňák and the story of Siládi and Haďmáži.
6. Biblical drama by J. Tesák Mošovský and comic elements in the dramas of P. Kyrmezer.
7. The thematic circuits dominating in didactic-reflective compositions by H. Gavlovič and P. Benický.
8. Two Trnava prints: a collection of prayers by J. Abrahamffy and the collection of sermons by A. Máčaj.
9. F. Selecký. Existential motivation in historical and temporal verse epics: J. Čerňanský, Š. Korbeľ, M. Markovič.
10. Rhetorical analysis of diary prose by J. Simonides, T. Masník and D. Krman Jr.
11. Echoes of national culture in the New Latin-Slovak Market of D. Sinapius Horčička. Composition and content orientation of M. Bel's Historical and Geographical Knowledge.

The taught subject will provide a space for the integration of knowledge and its consolidation in the form of a self-study path leading to the profiling of a professionally qualified personality ready to implement methods of critical thinking about Slovak literature, especially in the context of current trends in thinking about the historical-cultural development of the European cultural space. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge, will consolidate and develop his/her skill to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

KÁKOŠOVÁ, Z. 2007. Príručka k dejinám staršej slovenskej literatúry. Trnava: Univerzita sv. Cyrila a Metoda v Trnave. 209 s. ISBN 978-80-8922-064-9.
TKÁČIKOVÁ, E. 2005. Staršia slovenská literatúra. Antológia textov. Bratislava: Univerzita Komenského. 203 s. ISBN 802-23-1947-3.

Recommended readings:

BRTÁŇOVÁ, E. 2012. Na margo staršej literatúry. Zo žánrovej problematiky 11. – 18. storočia. Bratislava: Ústav slovenskej literatúry SAV – Kalligram. 304 s. ISBN 978-80-8101-678-3.
MINÁRIK, J. 1985. Dejiny slovenskej literatúry I. Bratislava: Slovenské pedagogické nakladateľstvo. 375 s.
ŠMATLÁK, S. 2007. Dejiny slovenskej literatúry I. (9. – 18. storočie). 4. vyd. Bratislava: Literárne informačné centrum. 359 s. ISBN 978-80-89222-28-5.

Further study texts will be available electronically in MS Teams/Moodle.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution
Total number of evaluated students: 259

A	ABS	B	C	D	E	FX
42,86	0,0	29,34	12,36	6,95	4,63	3,86

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde025/20	Slovak Language and Literature Maturita Exam

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 10s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Eva Faithová, PhD., Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde025/20	Slovak Language and Literature Maturita Exam

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 10s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde026/20	Slovak Language and Literature Olympiad

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 4s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 24

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde026/20	Slovak Language and Literature Olympiad

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 4s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 24

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Eva Faithová, PhD., Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOšt008/16	**Course title:** Slovak language and literature
Number of credits: 3	
Educational level: II.	

Course requirements:

The state examination (including the defence of the final thesis) is in accordance with the internal regulation No.1/2020 Study Regulations of the Faculty of Education of Comenius University, as well as with the internal regulation No.5/2021 Study Regulations of Comenius University.

A student may take the state examination (a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of the last state examination, and (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination, and (c) without disciplinary proceedings being conducted against him/her.

At the master's degree level of study, 94 credits must be obtained for the study part of the study programme in the prescribed composition. A further 14 credits shall be obtained for the successful defence of the thesis and 12 credits for the subjects of the state examination.

According to VP 23/2021 Internal Quality Assurance System for Higher Education of the Comenius University in Bratislava, Part Six, Article 56, paragraph 2, the student must demonstrate that he/she has acquired the knowledge and that he/she understands and can apply it. He/she is able to creatively solve problems also in broader contexts related to the given field of study, has developed learning skills, and possesses a high degree of independence and autonomy.

The rating is awarded on a scale:

A (excellent - excellent results): outstanding performance: The student has thoroughly and comprehensively mastered the linguistic and literary knowledge of his/her specialisation and the methodology of acquiring it, logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired knowledge in a convincing manner, is able to practically apply and adapt it at an excellent level in the analysis of texts, is fully oriented in the broader linguistic, literary, literary-historical, cultural and social context, the linguistic and stylistic level of his/her speech is excellent.

B (very good - above average standard): very good performance: The student has very well acquired linguistic and literary knowledge in his/her specialisation and the methodology of acquiring it; he/she arranges the facts presented logically with only minor errors; he/she takes a partially critical attitude to the knowledge acquired and is able to apply and adapt it very well in practice when analysing texts; he/she is fully oriented in the broader linguistic, literary, literary-historical, cultural and social context; the linguistic and stylistic level of his/her speech is very good.

C (good - normal reliable work): good performance: the student has a good grasp of the linguistic and literary knowledge of his/her specialisation and the methodology of acquiring it, organises the facts presented appropriately and makes only occasional mistakes, can apply them reliably in practice when analysing texts, has a reliable grasp of the broader linguistic, literary, literary-historical, cultural and social context, and the linguistic and stylistic level of his/her speech is very good.

D (satisfactory - acceptable results): satisfactory performance: the student has satisfactorily acquired the linguistic and literary knowledge of his/her specialisation and the methodology of acquiring it, demonstrates some deficiencies in the organisation of facts, can satisfactorily apply it practically in the analysis of texts, the linguistic and stylistic level of his/her speech is very good.
E (sufficient - the results meet the minimum criteria): sufficient performance: the student has acquired linguistic and literary knowledge from his/her specialisation and the methodology of their acquisition at a minimum level, demonstrates significant deficiencies in the arrangement of facts, can apply them minimally in the analysis of texts, the linguistic and stylistic level of his/her speech is good.
Fx (insufficient - additional work required): poor performance: the student does not demonstrate sufficient linguistic and literary knowledge of his/her specialisation, does not know the facts and their logical connections, cannot apply them in the analysis of texts.

Learning outcomes:

Learning outcomes are in accordance with the Long-term Plan of the Comenius University/Faculty of Education, the mission and strategic goals of the Comenius University/Faculty of Education, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study programme curriculum and other relevant documents. The student has a thorough knowledge of the system and norm of contemporary written Slovak in all its levels, knows the development and history of the Slovak language, codification of written Slovak, has a comprehensive and complex set of knowledge in the theory of language and linguistics. He has a comprehensive and complete knowledge of the theory of literature and the history of Slovak literature from the Middle Ages to the present day, literature for children and young people, and is familiar with artistic movements, representative authors and works. He or she has a thorough knowledge of linguistic and literary research methodology at a level that enables him or her to practise linguistic and literary analysis, interpretation and evaluation of texts.

Class syllabus:

The state examination consists of two parts, namely 1. Slovak language and 2. Slovak literature.
Slovak language - thematic areas
• Theories of the origin of Slovak language.
• The influence of other languages on Slovak in the earlier period of its development and at present. Vocabulary differentiation in terms of origin.
• Genealogical, typological (morphological) and areal characteristics of Slovak.
• The Great Moravian period in the development of Slovak - language, writing, monuments.
• Bernolák´s and Štúr´s codifications of written Slovak. Spoken Slovak in the Matica and Martin period. Overview of the development of Slovak in the 20th century.
• Stratification of the Slovak national language from various points of view. Territorial division of Slovak dialects.
• System, structure and structuration in the language. Language and speech.
• Communication process. The system of Slovak consonants from the contemporary and developmental point of view. Vowel and phoneme, variants of phonemes. Neutralizations and alternations. Suprasegmental phonic means. The nature of the syllable and its forms. Application of the rhythmic law and other phonetic phenomena in word bending in Slovak.
• Lexicology and its sub-disciplines. The word as a linguistic sign. Meaning structure of a word. Ways of vocabulary enrichment. Basic criteria of vocabulary differentiation.
• Morphematic and morphological structure of a word. Word species in terms of their semantic value. Comprehensive word-species characteristics of individual word species and

their classification. Word-species transitions. Grammatical categories from the contemporary and developmental point of view.
• The syntactic subsystem. Types of syntactic constructions. Sentence syntax, the nature of the sentence, actualization and predication, sentence and utterance, grammatical and modal structure of sentences, basic and developmental sentence articles. Semisentential, concatenative and suprasentential syntax.
• Stylistics. Styles and their classification. Vocabulary differentiation from the stylistic point of view. Stylistic factors. Model text structures (functional language styles, stylistic practices, genres).
Slovak literature - thematic headings
• Literary science, overview of literary science orientations in Slovakia. Versiology. Genology. Thematic, compositional and linguistic structure of a work of fiction.
• Literature for children and youth, periodization structure of Slovak literature for children and youth. Constituting classical fiction literature for youth in the 1930s. Modern Slovak poetry and prose for children and youth in the second half of the 20th century. Poetics of the children's aspect. Non-fiction literature for children and youth.
• Folk tale and fairy tale, poetics and typology. Collectors and their conceptions. Literary folklorism for children in the 20th century.
• Specific features of older Slovak literature. Periodization, literary languages, types and genres. Medieval literature. Ideological and artistic character of Renaissance humanism. Literary production of the Baroque period.
• Classicism, Pre-Romanticism and Romanticism in Slovak literature. International and domestic influences, periodization structure, dominant types and genres.
• Slovak literature on the border between Romanticism and Realism.
• Slovak literary realism in poetry, prose and drama. Generational confrontations.
• Slovak literary modernism. Starting points, character, authors.
• Slovak literature in the interwar period. Developmental differentiation. Pluralism of directions, impulses, poetics, authors.
• Prose of socialist realism and parallel free problematic reflection of man and society.
• Individual and group initiatives in poetry in the 1950s and 1960s. The developmental contribution of the prose writers of the Young Creation generation.
• The novel situation in Slovak prose of the 1970s, the prose of historicism and regionalism.
• Postmodern tendencies in Slovak literature before 1989.
Students will first characterize a selected literary period, genre, and theme, and then document their knowledge, interpretive-analytical skills, and relevant competencies through excerpts from the works they have read. At the same time, they will present strategies for using the literary text in the pedagogical process. The thematic areas will synthesize the knowledge acquired in the individual literature-oriented courses.
The student will comprehensively demonstrate knowledge, skills, and competencies on the state examination according to specific questions from the courses taken.

State exam syllabus:

Recommended literature:
The recommended study literature is listed in the information sheets of the respective courses.

Languages necessary to complete the course:
Slovak

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde014/22	Slovak language orthography principles

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 28 hours of continuous preparation for individual seminars, including preparation for 2 practical orthographic analyses of the text; 10 hours of preparation for the final dictation. Total 60 hours of student work.
Teaching methods: interpretation and explanation, demonstration of theoretical knowledge and concepts on practical examples, practice and justification of problematic orthography phenomena, analysis and solution of problems, discussion of the topic, guided self-study, e-learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical orthography analyses of the text after the 6th and 11th topics, which will be focused on the application of the acquired knowledge and the identification of orthography phenomena (2 x 40 points = 80 points), and a final dictation (20 points). The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: less than 24 points; 2. practical analysis: less than 24 points; dictation: less than 12 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of Slovak orthography to the required extent, logically arranges the facts presented, can critically and independently evaluate the acquired knowledge of orthography convincingly, creatively and at an excellent level apply and adapt it in school and language practice, has the ability to creatively and independently solve individual orthography tasks and assignments also in

a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of Slovak orthography to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge of orthography and can apply and adapt it very well in school and language practice, has the ability to independently solve individual orthography tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of Slovak orthography to the required extent, organises the facts presented appropriately, can reliably apply and adapt the acquired knowledge of orthography in school and language practice, solves individual orthography tasks and assignments reliably, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of Slovak orthography to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of orthography in school and language practice, satisfactorily solves individual orthography tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of Slovak orthography in the required range and deficiencies in the arrangement of facts, can apply the acquired knowledge of orthography minimally in school and language practice, solves individual orthography tasks and assignments at a sufficient level, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of Slovak orthography to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of orthography in school and language practice, cannot solve individual orthography tasks and assignments, cannot further self-study.

Learning outcomes:
At the theoretical and practical level, the student thoroughly masters the orthographic standard of written Slovak. He/she has a comprehensive view of Slovak orthography, has knowledge of its principles and orthography rules applied in written communication in written Slovak language and can look at the knowledge base from the perspective of school practice. The student is particularly familiar with problematic phenomena in Slovak orthography and is able to apply the acquired theoretical knowledge to practical examples, can justify individual orthography phenomena and analyse written expressions of written Slovak from the orthographic point of view. They can comprehensively analyse orthography phenomena and orthography problems, solve them independently, look for their synthesis and offer new and creative solutions. The student possesses important practical skills in assessing orthography phenomena, which he/she can creatively and independently apply in solving problem solving tasks in the field, while being able to actively obtain and communicate the necessary information and facts, and adequately formulate and defend relevant professional arguments. He/she has developed analytical skills as well as abstract and critical thinking skills, is able to think in context and has developed the ability to expand his/her knowledge independently. The acquired theoretical knowledge and practical skills can be applied and creatively applied by the student primarily in the future practice of a teacher of Slovak language and literature at the lower and upper secondary education level when assessing, analysing and evaluating the orthographic aspect of pupils' and students' language expressions, and subsequent independent analysis of the problem in the given area at the language level, as well as when

correcting language expressions for the needs of the publishing or editorial environment, because they enable him/her to look at linguistic phenomena in the broadest linguistic contexts. The student is also able to convey information about orthography phenomena to the general public and to offer conclusions and orthography justifications to lay audiences. The student is thoroughly acquainted with the Slovak Orthography Rules as a practical guide in the context of written communication and his/her professional level as well as linguistic culture is at a high level, which also appears to be very necessary in terms of the student's future practice.

Class syllabus:

1. Language and writing, alphabet, orthography. Principles of Slovak orthography.
2. History of the Slovak Orthography Rules.
3. Punctuation and its functions. Punctuation marks.
4. The comma and the functions of the comma. Practising and justifying the correct use of the comma in a simple sentence and in a conjunction. Problematic phenomena in comma writing.
5. Writing quotation marks. Correct use of quotation marks in direct speech and when quoting verbatim.
6. Correct use of the hyphen, the hyphen, the three dots, the apostrophe, parentheses and the slash.
7. Writing i/í and y/ý in native words and in words of foreign origin. Practise and justify the correct spelling of i/í and y/ý after hard, soft and both consonants and in prefixes and suffixes of domestic words.
8. Problematic phenomena in the spelling of i/í and y/ý for individual word types, especially nouns, adjectives, numerals, pronouns, verbs and adverbs. Review and practise declension and conjugation of words.
9. Problematic phenomena in writing words separately and conjugated. Practising the problem.
10. Correct division of words at morpheme boundaries and syllable boundaries. Practising the problem.
11. Writing capital letters. Practising and justifying the correct use of capital letters at the beginning of proprias and within multi-word proprias, at the beginning of sentences, in abbreviations and established marks, in poetry at the beginning of verses, to express respect.

On the basis of the use of the acquired theoretical knowledge of Slovak orthography, which on the one hand will build on the knowledge acquired in the given area in secondary school, but especially in bachelor's studies, and on the other hand will further enable the deepening and systematic development of his/her knowledge into a complex form, the student will acquire practical skills that he/she will be able to apply in the assessment and analysis of orthography phenomena. The student will acquire theoretical knowledge of Slovak orthography. The student will acquire knowledge about the principles of Slovak s orthography, the history of the Slovak Orthography Rules as a orthography codification manual, as well as the basic orthography rules applied in written communication within the written Slovak language, with particular attention to problematic phenomena in Slovak orthography. In this sense, the student will acquire relevant knowledge of the application of punctuation and its functions in written expressions of written Slovak with regard to the correct use of individual punctuation marks, learn the correct orthography of the iota and ypsilon in domestic words and in words of foreign origin, become familiar with the problems of writing words separately and skillfully and the division of words, and acquire knowledge of the correct spelling of capital letters in the Slovak language. In relation to Slovak orthography, the student will also deepen and consolidate the basic theoretical knowledge of Slovak declension and conjugation. This will lead to the student's thorough acquisition and mastery of the orthographic standard of written Slovak, both in theory and in practice. Of particular importance will also be the acquisition of practical skills applied in the assessment and analysis of orthographic phenomena, which will lead the student to apply the acquired theoretical knowledge in practical orthographic analyses and exercises, and especially in the independent solution of problem orthographic tasks and

the synthesis of their new and creative solutions. In doing so, the student will be guided to actively acquire information in the field of Slovak orthography, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the field, using the appropriate methods of the discipline. They will also develop their communication competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for their own independent learning. They will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills in the field of Slovak orthography will be necessary for the student primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education in the comprehensive assessment, analysis and evaluation of the orthography aspect of pupils' and students' language expressions, and subsequent independent analysis of the problem in the given area at the level of the language, and possibly also for the needs of publishing or publishing, respectively. In the editorial environment, when correcting language expressions, i.e. wherever it is necessary to apply the ability to persuasively assess, analyse and evaluate the orthography of written language expressions. Emphasis on raising the student's professional level and linguistic culture will prove to be equally important in adequately conveying information about orthographic phenomena to the general public, as well as in offering relevant conclusions, orthographic explanations and justifications to lay audiences.

Recommended literature:

Compulsory readings:

Pravidlá slovenského pravopisu. 2013. 4., nezmenené vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.

Recommended readings:

DZIVIAKOVÁ, M. 2016. Písmo. Jeho vznik, druhy a význam. In: Písmo a žiaci so stratou sluchu. Ed. D. Tarcsiová. Bratislava: Iris, s. 21 – 30. ISBN 978-80-89726-88-2.
KAČALA, J. 1998. Spisovná slovenčina v 20. storočí. Bratislava: Veda. 85 s. + príloha. ISBN 80-224-0497-7.
NAVRÁTIL, L. – ŠIMURKA, J. 2005. Praktická príručka slovenského pravopisu. 2., upravené a doplnené vyd. Nitra: Enigma. 139 s. ISBN 80-89132-19-7.
RIPKA, I. – IMRICHOVÁ, M. – SKLADANÁ, J. 2005. Príručka slovenského pravopisu pre školy a prax. Bratislava: Ottovo nakladateľstvo. 672 s. ISBN 978-80-969159-1-0. (selected chapters)

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
21,9	0,0	27,69	23,97	19,83	5,79	0,83

Lecturers: Mgr. Monika Turočeková, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde014/22	Slovak language orthography principles

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 28 hours of continuous preparation for individual seminars, including preparation for 2 practical orthographic analyses of the text; 10 hours of preparation for the final dictation. Total 60 hours of student work.
Teaching methods: interpretation and explanation, demonstration of theoretical knowledge and concepts on practical examples, practice and justification of problematic orthography phenomena, analysis and solution of problems, discussion of the topic, guided self-study, e-learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical orthography analyses of the text after the 6th and 11th topics, which will be focused on the application of the acquired knowledge and the identification of orthography phenomena (2 x 40 points = 80 points), and a final dictation (20 points). The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: less than 24 points; 2. practical analysis: less than 24 points; dictation: less than 12 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of Slovak orthography to the required extent, logically arranges the facts presented, can critically and independently evaluate the acquired knowledge of orthography convincingly, creatively and at an excellent level apply and adapt it in school and language practice, has the ability to creatively and independently solve individual orthography tasks and assignments also in

a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of Slovak orthography to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge of orthography and can apply and adapt it very well in school and language practice, has the ability to independently solve individual orthography tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of Slovak orthography to the required extent, organises the facts presented appropriately, can reliably apply and adapt the acquired knowledge of orthography in school and language practice, solves individual orthography tasks and assignments reliably, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of Slovak orthography to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of orthography in school and language practice, satisfactorily solves individual orthography tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of Slovak orthography in the required range and deficiencies in the arrangement of facts, can apply the acquired knowledge of orthography minimally in school and language practice, solves individual orthography tasks and assignments at a sufficient level, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of Slovak orthography to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of orthography in school and language practice, cannot solve individual orthography tasks and assignments, cannot further self-study.

Learning outcomes:
At the theoretical and practical level, the student thoroughly masters the orthographic standard of written Slovak. He/she has a comprehensive view of Slovak orthography, has knowledge of its principles and orthography rules applied in written communication in written Slovak language and can look at the knowledge base from the perspective of school practice. The student is particularly familiar with problematic phenomena in Slovak orthography and is able to apply the acquired theoretical knowledge to practical examples, can justify individual orthography phenomena and analyse written expressions of written Slovak from the orthographic point of view. They can comprehensively analyse orthography phenomena and orthography problems, solve them independently, look for their synthesis and offer new and creative solutions. The student possesses important practical skills in assessing orthography phenomena, which he/she can creatively and independently apply in solving problem solving tasks in the field, while being able to actively obtain and communicate the necessary information and facts, and adequately formulate and defend relevant professional arguments. He/she has developed analytical skills as well as abstract and critical thinking skills, is able to think in context and has developed the ability to expand his/her knowledge independently. The acquired theoretical knowledge and practical skills can be applied and creatively applied by the student primarily in the future practice of a teacher of Slovak language and literature at the lower and upper secondary education level when assessing, analysing and evaluating the orthographic aspect of pupils' and students' language expressions, and subsequent independent analysis of the problem in the given area at the language level, as well as when

correcting language expressions for the needs of the publishing or editorial environment, because they enable him/her to look at linguistic phenomena in the broadest linguistic contexts. The student is also able to convey information about orthography phenomena to the general public and to offer conclusions and orthography justifications to lay audiences. The student is thoroughly acquainted with the Slovak Orthography Rules as a practical guide in the context of written communication and his/her professional level as well as linguistic culture is at a high level, which also appears to be very necessary in terms of the student's future practice.

Class syllabus:

1. Language and writing, alphabet, orthography. Principles of Slovak orthography.
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4. The comma and the functions of the comma. Practising and justifying the correct use of the comma in a simple sentence and in a conjunction. Problematic phenomena in comma writing.
5. Writing quotation marks. Correct use of quotation marks in direct speech and when quoting verbatim.
6. Correct use of the hyphen, the hyphen, the three dots, the apostrophe, parentheses and the slash.
7. Writing i/í and y/ý in native words and in words of foreign origin. Practise and justify the correct spelling of i/í and y/ý after hard, soft and both consonants and in prefixes and suffixes of domestic words.
8. Problematic phenomena in the spelling of i/í and y/ý for individual word types, especially nouns, adjectives, numerals, pronouns, verbs and adverbs. Review and practise declension and conjugation of words.
9. Problematic phenomena in writing words separately and conjugated. Practising the problem.
10. Correct division of words at morpheme boundaries and syllable boundaries. Practising the problem.
11. Writing capital letters. Practising and justifying the correct use of capital letters at the beginning of proprias and within multi-word proprias, at the beginning of sentences, in abbreviations and established marks, in poetry at the beginning of verses, to express respect.

On the basis of the use of the acquired theoretical knowledge of Slovak orthography, which on the one hand will build on the knowledge acquired in the given area in secondary school, but especially in bachelor's studies, and on the other hand will further enable the deepening and systematic development of his/her knowledge into a complex form, the student will acquire practical skills that he/she will be able to apply in the assessment and analysis of orthography phenomena. The student will acquire theoretical knowledge of Slovak orthography. The student will acquire knowledge about the principles of Slovak s orthography, the history of the Slovak Orthography Rules as a orthography codification manual, as well as the basic orthography rules applied in written communication within the written Slovak language, with particular attention to problematic phenomena in Slovak orthography. In this sense, the student will acquire relevant knowledge of the application of punctuation and its functions in written expressions of written Slovak with regard to the correct use of individual punctuation marks, learn the correct orthography of the iota and ypsilon in domestic words and in words of foreign origin, become familiar with the problems of writing words separately and skillfully and the division of words, and acquire knowledge of the correct spelling of capital letters in the Slovak language. In relation to Slovak orthography, the student will also deepen and consolidate the basic theoretical knowledge of Slovak declension and conjugation. This will lead to the student's thorough acquisition and mastery of the orthographic standard of written Slovak, both in theory and in practice. Of particular importance will also be the acquisition of practical skills applied in the assessment and analysis of orthographic phenomena, which will lead the student to apply the acquired theoretical knowledge in practical orthographic analyses and exercises, and especially in the independent solution of problem orthographic tasks and

the synthesis of their new and creative solutions. In doing so, the student will be guided to actively acquire information in the field of Slovak orthography, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the field, using the appropriate methods of the discipline. They will also develop their communication competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for their own independent learning. They will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills in the field of Slovak orthography will be necessary for the student primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education in the comprehensive assessment, analysis and evaluation of the orthography aspect of pupils' and students' language expressions, and subsequent independent analysis of the problem in the given area at the level of the language, and possibly also for the needs of publishing or publishing, respectively. In the editorial environment, when correcting language expressions, i.e. wherever it is necessary to apply the ability to persuasively assess, analyse and evaluate the orthography of written language expressions. Emphasis on raising the student's professional level and linguistic culture will prove to be equally important in adequately conveying information about orthographic phenomena to the general public, as well as in offering relevant conclusions, orthographic explanations and justifications to lay audiences.

Recommended literature:

Compulsory readings:

Pravidlá slovenského pravopisu. 2013. 4., nezmenené vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.

Recommended readings:

DZIVIAKOVÁ, M. 2016. Písmo. Jeho vznik, druhy a význam. In: Písmo a žiaci so stratou sluchu. Ed. D. Tarcsiová. Bratislava: Iris, s. 21 – 30. ISBN 978-80-89726-88-2.
KAČALA, J. 1998. Spisovná slovenčina v 20. storočí. Bratislava: Veda. 85 s. + príloha. ISBN 80-224-0497-7.
NAVRÁTIL, L. – ŠIMURKA, J. 2005. Praktická príručka slovenského pravopisu. 2., upravené a doplnené vyd. Nitra: Enigma. 139 s. ISBN 80-89132-19-7.
RIPKA, I. – IMRICHOVÁ, M. – SKLADANÁ, J. 2005. Príručka slovenského pravopisu pre školy a prax. Bratislava: Ottovo nakladateľstvo. 672 s. ISBN 978-80-969159-1-0. (selected chapters)

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
21,9	0,0	27,69	23,97	19,83	5,79	0,83

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde012/22	Sociolinguistics

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 56 hours in total
Direct teaching = 22 h, home preparation for class (revision + homework) = 10 h, first continuous practical test = 7 h, second continuous practical test = 5 h, theoretical test = 12 h
Teaching methods:
Explanation of the material, individual practice of the sociolinguistic phenomena, pair work, didactic games, discussion of the topics, sociolinguistic analysis of short authentic texts, comparison of the sociolinguistic variability of linguistic units in different languages, strategies for the acquisition of socially, contextually and geographically determined lexis

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100 percent):
1. in-semester practical test (30 percent)
2. in-semester practical test (20 percent)
Theoretical test (50 percent)
Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX
Grade A (excellent): The student knows the different varieties and strata of language and can demonstrate the differences between them through a rich variety of practical examples, has a good command of the theoretical foundations of sociolinguistic research and can use them to design basic research parameters, can identify differences between language varieties in terms of social, situational and geographical variables, knows and can apply linguistic communicative functions, has a rich theoretical knowledge of sociolinguistics.

Grade B (very good): The student knows the different varieties and strata of language and can demonstrate the differences between them on practical examples, knows the theoretical foundations of sociolinguistic research and can use them in designing the basic parameters of research, can identify the differences between language varieties in terms of social, situational and geographical variables, knows and can apply linguistic communicative functions, has extensive theoretical knowledge in the field of sociolinguistics.
Grade C (good): The student knows the different varieties and strata of language and can demonstrate the differences between them in some practical examples, knows the theoretical foundations of sociolinguistic research and can use them partially in designing the basic parameters of research, can identify the basic differences between language varieties in terms of social, situational and geographical variables, knows and can apply the basic linguistic communicative functions, has a good theoretical knowledge in the field of sociolinguistics.
Grade D (satisfactory): The student knows some varieties and strata of language and can demonstrate the differences between them on practical examples, knows the most basic principles of sociolinguistic research and can partially use them in designing the main parameters of research, can identify some differences between language varieties in terms of social, situational and geographical variables, knows and can apply some linguistic communicative functions, has a good theoretical knowledge in the field of sociolinguistics.
Grade E (sufficient): The student knows the basic varieties and strata of language and can demonstrate the differences between them on a small number of examples, knows the most basic principles of sociolinguistic research and can use them partially in designing the main parameters of research, can identify only some differences between language varieties in terms of social, situational and geographical variables, knows some linguistic communicative functions, has sufficient theoretical knowledge in the field of sociolinguistics.
Assessment conditions:
The overall assessment is conditioned by completing in-semester assignments with any result.
The student is allowed to ask for an extra date for the interim assessment tests if he/she has not attended the assessment for medical or other serious reasons but is not allowed to ask for the re-take of the interim assessment.
Scale of assessment (preliminary/final): Continuous assessment (100 percent): 1. in-semester practical test (30 percent) 2. in-semester practical test (20 percent) Theoretical test (50 percent)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills, and competences:
Knowledge:
The student will learn about the social aspects of language, understand the nature of language variability in terms of social variables (social class, age, gender, ethnicity, culture, etc.), situational variables (medium, field, style, genre, speaker relationship, etc.), and geographical variables, and acquire knowledge about the use and variability of contemporary English.
Skills:
The student knows the differences between different varieties and layers of language and can demonstrate them with practical examples, can design a basic procedure for the empirical investigation of a selected sociolinguistic variable, can correctly identify and use linguistic resources determined socially, situationally and geographically, can practically apply the acquired theoretical knowledge in the analysis of a coherent authentic text, can work with and critically analyse a professional text, can use the acquired knowledge in an appropriate and adequate way in pedagogical practice.
Competences:

The student learns to work independently and as a team in solving sociolinguistic problems and tasks, is able to communicate on topics related to empirical research and linguistic variability, is able to search for and use digital resources and aids for his/her further independent development, is familiar with professional texts, is able to link the acquired theoretical knowledge with the subject of research in other linguistic fields, is able to apply the acquired knowledge in an appropriate way in practice.

Class syllabus:

Course contents

Main themes of the course:

Relationship between language and society, language varieties, communicative competence, sociolinguistic research - variables and hypotheses, language and social variables, language and situational variables, language and geographical variables, functions of language

Through the above content, the student learns about the variability of languages, their structural-functional and sociolinguistically determined characteristics, learns the ways of applying theoretical knowledge through practical analysis of sociolinguistic phenomena, develops his/her communicative and sociolinguistic skills and vocabulary at the C1 level, can read professional literature in English, learns to work independently and as a team to solve linguistic issues and problems, and is prepared to apply the acquired knowledge and skills appropriately in pedagogical practice.

Recommended literature:

Compulsory readings:

PAVLÍK, R. (2010). Exercises in Sociolinguistics. Bratislava: Z-F Lingua.

PAVLÍK, R. (2006). Elements of Sociolinguistics. Bratislava: Univerzita Komenského.

Recommended readings:

HOLMES, J. (2013). An Introduction to Sociolinguistics. 4th edition. London – New York: Routledge.

WARDHAUGH, R. and FULLER, J. M. (2015). An Introduction to Sociolinguistics. 7th edition. Malden – Oxford: Wiley-Blackwell.

These resources are available in Slovak libraries and/or bookstores.

Languages necessary to complete the course:

English, Slovak

Notes:

Past grade distribution

Total number of evaluated students: 150

A	ABS	B	C	D	E	FX
34,67	0,0	16,67	14,67	13,33	17,33	3,33

Lecturers: PaedDr. Peter Bojo, PhD.

Last change: 14.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde026/22	Strategies for developing student creativity

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

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. Barbora Jaslovská, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change:

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde026/22	Strategies for developing student creativity

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

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. Barbora Jaslovská, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change:

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KAJL/M-ANGde030/22	Teaching Grammar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 50 hours in total
Direct teaching = 22 hours, continuous home study = 17 hours, designing and preparing for microteaching of a lesson plan aimed at teaching a particular grammar structure inductively= 4 hours, essay writing = 3 hours, designing a test aimed at testing grammar = 4 hours
Teaching methods:
Brief explanation of the material, problem solving tasks and assignments, dialogical methods (debate, discussion, colloquium), brainstorming, mind-mapping, case studies, introspective analysis of students' own (pedagogical) experiences

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Recommended prerequisites:
none

Course requirements:
Course completion requirements:
Continuous assessment (100 points/percent):
Designing a lesson plan aimed at teaching a particular grammar structure inductively (30 points); creating appropriate teaching materials and aids for the lesson plan (10 points); an essay focused on presenting a#student‘s own experience of learning and teaching grammar in which the experience is analysed critically evaluated, proposing suggestions for appropriate intervention based on the knowledge gained and reflection on the experience (30 points); designing a grammar test aimed at testing grammar based on a textbook accredited by the Ministry of Education and Science with regard to a#particular ISCED and language level (30 points)
Grading:
100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX
Grade A (excellent performance): The student is able to independently create an English lesson plan by applying the inductive method, demonstrates an excellent level of analysis of grammar teaching

and the methods applied in analysing his/her own experience, is able to independently determine the objectives of a grammar test, create it and justify his/her approach.
Grade B (very good): The student is able to create an English lesson plan by applying the inductive method with minimal help from the teacher, demonstrates an excellent level of analysis of grammar instruction and methods used in analysing his/her own experiences, is able to determine the objectives of a grammar test with minimal help from the teacher, create it and justify his/her procedure.
Grade C (good): The student, with the help of the teacher, is able to create an English lesson plan with minor errors by applying the inductive method of teaching grammar, demonstrates a good level of analysis of teaching grammar and the methods applied by analysing his/her own experience, is able to set the objectives of a grammar test with the help of the teacher, create it with minor errors and justify his/her procedure with the help of the teacher.
Grade D (satisfactory): The student, only with intensive help from the teacher and with more deficiencies, is able to create an English lesson plan by applying the inductive method. The student demonstrates a satisfactory level of analysis of the grammar teaching and methods applied with a greater number of shortcomings in the analysis of his/her own experience, can, with intensive help from the teacher, set the objectives of a grammar test, create it with minor errors and justify his/her approach with the help of the teacher.
Grade E (sufficient): The student can only partially create an English lesson plan by applying the inductive method with the support and intensive help of the teacher, can only partially analyse the methods of teaching grammar in AJ lessons based on his/her own experience, can set the objectives of a grammar test with the intensive help of the teacher, create it with a larger number of errors and partially justify his/her procedure.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Designing a lesson plan aimed at teaching a particular grammar structure inductively (30 points); creating appropriate teaching materials and aids for the lesson plan (10 points); an essay focused on presenting a#student‘s own experience of learning and teaching grammar in which the experience is analysed critically evaluated, proposing suggestions for appropriate intervention based on the knowledge gained and reflection on the experience (30 points); designing a grammar test aimed at testing grammar based on a textbook accredited by the Ministry of Education and Science with regard to a#particular ISCED and language level (30 points)

Learning outcomes:
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students know the principles of pedagogical diagnosis necessary for designing a grammar test, they know various English teaching methods as well as digital technologies applied in English grammar teaching and learning taking into account developmental-psychological characteristics of learners. Students are familiar with recommended approaches and methods of English grammar teaching which are appropriate for pupils with special educational needs.
Skills:
Students are able to apply the acquired theoretical knowledge in English grammar teaching by designing their own lesson plans, are able to propose concrete solutions to problem situations that may arise in grammar lessons. Students are able to propose suggestions for appropriate intervention based on the acquired knowledge, are able to use digital technologies in order to make English grammar teaching more effective.
Competences:

Having developed and improved students' presentation and argumentation skills, they are able to present and justify actually implemented procedures in designing a#particular grammar test.
Students are able to evaluate their own experience of English grammar teaching and learning due to their metacognitive awareness.

Class syllabus:

Course contents:

Main themes of the course:

1. Theoretical foundations of English grammar learning and teaching and Johnson's Model – through brainstorming and mind mapping students present their findings, which is followed by a more in-depth introduction to the theoretical foundations of foreign language grammar teaching. Students analyse, compare and evaluate learning theories, linguistic theories and theories of language and grammar teaching and acquisition.
2. The role of grammar in different teaching methods (GTM, TPR, CLT, etc.); inductive and deductive approaches to grammar teaching; the role of grammar in communication – through discussions (based on previously acquired knowledge) students justify and evaluate the role of grammar in different methods, they reflect on how the view of grammar teaching has changed over time; through introspective analysis students evaluate their own experiences of English grammar learning and teaching and suggest suggestions for appropriate intervention.
3. Individual and developmental-psychological characteristics of learners in learning English grammar – students discuss ways of presenting and practising relevant grammar structures taking into account a particular age and language level as well as special educational needs of various groups of learners.
4. Pedagogical diagnosis applied in grammar assessment – through a short explanation of the curriculum students get acquainted with the basic principles of pedagogical diagnosis and the methods applied in assessing the level of acquisition of grammatical phenomena by learners, students design a grammar test aimed at testing selected grammar structures at a#particular age group and language level. Students design solutions for different problem situations that may arise in grammar lessons.
5. Teaching English grammar to pupils with special educational needs by applying a multisensory approach – through group work students design activities for a selected grammar structure by utilising a multisensory approach and implementing appropriate information and communication technologies, students justify their approach.

Recommended literature:

Compulsory readings:

HANKEROVÁ, K. (2015). Anglická gramatika pútavo a#komunikatívne. Aktivity pre primárne vzdelávanie. Bratislava: Z-F Lingua.
HLAVA, T., ŠIPOŠOVÁ, M. and HANKEROVÁ, K. (2020). Vzťahy a#interakcie deklaratívnej a#procedurálnej roviny vo výučbe anglickej gramatiky. Bratislava: Univerzita Komenského v#Bratislave. (selected chapters)
LOJOVÁ, G. (2004). Teória a#prax vyučovania gramatiky cudzích jazykov. Bratislava: Lingos.
LOJOVÁ, G. a#kol. (2015). Deklaratívne a#procedurálne vedomosti vo výučbe anglického jazyka. Bratislava: Univerzita Komenského v#Bratislave. (selected chapters)
PURPURA, J. E. (2013). Assessing Grammar. Cambridge University Press. (selected chapters)
REPKA, R. and ŠIPOŠOVÁ, M. (2016). Communicative approach and the Teaching of English Language Means to Slovak Learners. Bratislava: Z-F Lingua. (selected chapters)
ŠIPOŠOVÁ, M. and HANKEROVÁ, K. (2019). Communicative Activities for Teaching Grammar in Context. Bratislava: Z-F Lingua.

ŠIPOŠOVÁ, M. and JURÍKOVÁ, I. (2021). Výučba gramatiky angličtiny na úrovni A2 u#žiakov s#dyslexiou. Bratislava: UK v#Bratislave. [online] https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kajl/AFX7_Vyucba_gramatiky_AJ_na_urovni_A2_u_ziakov_s_dyslexiou_Siposova_Jurikova.pdf
Recommended readings:
KATZ, S. and BLYTH, C. (2009). What is grammar? In Katz, S. & Blyth, C., eds. AAUSC 2008 Volume, Conceptions of L2 grammar: Theoretical Approaches and their Application in the L2 Classroom (pp. 2–14). Boston, MA: Heinle Cengage Learning.
LOJOVÁ, G. (2014). Individuálne osobitosti pri učení sa cudzích jazykov I. Bratislava: Univerzita Komenského v#Bratislave.
NIJAKOWSKA, J. et al. (2014). Dyslexia for Teachers of English as a Foreign Language. DysTEFL2 materials.

Languages necessary to complete the course:
English, Slovak

Notes:

Past grade distribution
Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
73,81	0,0	16,67	4,76	0,0	0,0	4,76

Lecturers: doc. PaedDr. Martina Šipošová, PhD.

Last change: 15.10.2023

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde005/22	Teaching practice 1 (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 2t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (A):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:
The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution
Total number of evaluated students: 1007

A	ABS	B	C	D	E	FX
80,64	0,0	12,61	2,68	1,49	0,99	1,59

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde005/22	Teaching practice 1 (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 2t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (A):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:
The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution
Total number of evaluated students: 1007

A	ABS	B	C	D	E	FX
80,64	0,0	12,61	2,68	1,49	0,99	1,59

Lecturers: doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Eva Faithová, PhD., Mgr. Katarína Minarovičová, PhD., Mgr. Ivana Dendys, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Lucia Hlavatá, PhD., Mgr. Patricia Kotlebová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde006/22	Teaching practice 1 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 2t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (B):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Language required for the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Notes: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 958

A	ABS	B	C	D	E	FX
76,72	0,0	14,3	5,01	1,15	1,67	1,15

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde006/22	Teaching practice 1 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 2t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (B):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Language required for the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Notes: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 958

A	ABS	B	C	D	E	FX
76,72	0,0	14,3	5,01	1,15	1,67	1,15

Lecturers: Mgr. Katarína Minarovičová, PhD., doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Dominika Weissová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Lucia Hlavatá, PhD., Mgr. Patricia Kotlebová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde007/22	Teaching practice 2 (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (A):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 883

A	ABS	B	C	D	E	FX
80,52	0,0	14,84	2,94	0,91	0,34	0,45

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde007/22	**Course title:** Teaching practice 2 (A)
Educational activities: **Type of activities:** practice **Number of hours:** **per week:** **per level/semester:** 3t **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	

Course requirements:

Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (A):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 883

A	ABS	B	C	D	E	FX
80,52	0,0	14,84	2,94	0,91	0,34	0,45

Lecturers: Mgr. Ľubica Horváthová, PhD., Mgr. Katarína Minarovičová, PhD., doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Lucia Hlavatá, PhD., PaedDr. Eva Smetanová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde008/22	Teaching practice 2 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (B):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 826

A	ABS	B	C	D	E	FX
77,12	0,0	16,71	3,75	1,69	0,12	0,61

Lecturers: Mgr. Katarína Minarovičová, PhD., doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Dominika Weissová, PhD., Mgr. Lucia Hlavatá, PhD., PaedDr. Eva Smetanová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde008/22	Teaching practice 2 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (B):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 826

A	ABS	B	C	D	E	FX
77,12	0,0	16,71	3,75	1,69	0,12	0,61

Lecturers:

Last change: 09.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde024/20	Testing 5/Testing 9

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 6s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde024/20	Testing 5/Testing 9

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 6s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Eva Faithová, PhD., Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde015/22	Textbook and educational resources creation and evaluation

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale:
A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:
After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching.
They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.

Class syllabus:

Brief outline of the course:
Textbook as a specific type of teaching aid. Functions and structure of a textbook. Textbook production system and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.

Recommended literature:
Recommended reading:
GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.
KNECHT,P. , JANIK,T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.
MAŇÁK,J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.
MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.
NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.
PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 76

A	ABS	B	C	D	E	FX
93,42	0,0	1,32	1,32	0,0	0,0	3,95

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde015/22	Textbook and educational resources creation and evaluation

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 26
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale:
A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:
After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching.
They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.

Class syllabus:

Brief outline of the course:
Textbook as a specific type of teaching aid. Functions and structure of a textbook. Textbook production system and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.

Recommended literature:
Recommended reading:
GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.
KNECHT,P. , JANIK,T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.
MAŇÁK,J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.
MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.
NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.
PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 76

A	ABS	B	C	D	E	FX
93,42	0,0	1,32	1,32	0,0	0,0	3,95

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde012/22	Training of teachers´social skills

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 120

A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 22.04.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde012/22	Training of teachers´social skills

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 120

A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 22.04.2022

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde027/24	Študentská vedecká, odborná a umelecká činnosť 1

Educational activities:
Type of activities:
Number of hours:
per week: **per level/semester:**
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 4

ABS	M
100,0	0,0

Lecturers:

Last change: 20.02.2025

Approved by: prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.