

Course descriptions

TABLE OF CONTENTS

1. M-NEMex029/22	Active learning methods.....	2
2. M-NEMex019/22	Austrian and Swiss literature for children and youth.....	3
3. M-NEMex017/22	Cognitive linguistics.....	6
4. M-NEMex024/22	Contemporary Austrian and Swiss literature.....	9
5. M-NEMex024/22	Contemporary Austrian and Swiss literature.....	12
6. M-NEMex025/22	Didactics of German language in primary education degree.....	15
7. M-NEMex030/22	Didactics of German in the context of multilingualism.....	18
8. M-NEMex011/22	Didactics of lifelong learning.....	19
9. M-NEMex011/22	Didactics of lifelong learning.....	22
10. M-NEMex013/22	Didactics of literature.....	25
11. M-NEMst010/16	Didactics of the German language and literature (state exam).....	28
12. M-NEMex028/22	From text to project.....	29
13. M-NEMst009/16	German Language and literature (state exam).....	30
14. M-NEMex004/22	German literature of the 20th century I.....	31
15. M-NEMex005/22	German literature of the 20th century II.....	34
16. M-NEMex005/22	German literature of the 20th century II.....	37
17. M-NEMex020/22	German literature of the 21st century.....	40
18. M-NEMex003/22	German phraseology.....	43
19. M-NEMex006/22	German stylistics.....	46
20. M-NEMex031/22	Grammar and conversation B2.....	49
21. M-NEMex032/22	Grammar and conversation C1.....	50
22. M-NEMex014/22	Language of media.....	51
23. M-NEMex015/22	Language politics - enforcing language learning in the EU.....	54
24. M-NEMex016/22	Lesson planning.....	57
25. M-NEMex018/22	Linguistic seminar.....	60
26. M-NEMex001/22	Means of communication in didactics of German language.....	63
27. M-NEMex012/22	Postcommunicative didactics of the German language.....	66
28. M-NEMex012/22	Postcommunicative didactics of the German language.....	69
29. M-NEMex007/22	Practical stylistics of the German language.....	72
30. M-NEMex007/22	Practical stylistics of the German language.....	75
31. M-NEMex021/22	Prose and lyrics in German literature.....	78
32. M-NEMex002/22	Receptive and productive skills in didactics of German language.....	81
33. M-NEMex023/22	Seminar in German literature of the 20th century I.....	84
34. M-NEMex008/22	Seminar in German literature of the 20th century II.....	87
35. M-NEMex008/22	Seminar in German literature of the 20th century II.....	90
36. M-NEMex022/22	Seminar in German phraseology.....	93
37. M-NEMex027/22	Seminar in textual linguistics.....	96
38. M-NEMex033/22	Theory and practice of primary education.....	99
39. M-NEMex026/22	Use of media in education.....	103

COURSE DESCRIPTION

Academic year: 2024/2025						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KNJL/M-NEMex029/22		Course title: Active learning methods				
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined						
Number of credits: 2						
Recommended semester: 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:						
Last change:						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex019/22	Course title: Austrian and Swiss literature for children and youth
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 20 hours of preparation for a paper; 25 hours of preparation for a seminar paper. Total 50 hours of student work. Teaching methods: analysis of literary texts, work with professional texts, brainstorming, discussion of the topic, guided self-study.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: Reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary scholarship, active participation in discussions/analyses is required. Points: 25 points, preparation/presentation of papers: 25 points, seminar work: 50 points (100/0). The rating: 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%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required). Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.), excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester	

Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently, active participation in discussions/analyses of literary works during the semester

Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.

Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.

Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.

Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.

Scale of assessment (preliminary/final): Points: 25 points, preparation/presentation of papers: 25 points, seminar work: 50 points (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Learning objectives: to get to know well-known and lesser-known texts for children and young people by authors who lived or worked in Austria and Switzerland. The selection consists of texts from the 18th and 19th centuries as well as, and especially, 20th century and contemporary literary texts.

Learning outcomes: the graduate of the course will become familiar with the issues of the reception of literature, the prerequisites and forms of aesthetic impact of literature intended for a children's audience, or literature thematizing childhood from a timeless perspective (Kindheitsliteratur). He/She will gain an orientation on how to proceed in the selection of texts in the teaching of German as a foreign language in school practice. They will learn to correlate familiar and new content, to evaluate critically and to argue logically. The student will be able to adapt the acquired knowledge and transfer it into practice. Develop communication and interpretation skills.

Class syllabus:

Course outcomes of subject (content):

Austrian literature for children and youth from the 18th century to the First World War. Children's and youth literature in the First Republic and literature in exile. Proletarian literature. Exile literature. Literature for children and young adults after the Second World War up to the present

day and its representatives. Swiss literature for children and young adults after the Second World War up to the present day and its representatives. Key texts are updated at the beginning of the academic year.						
Recommended literature: Compulsory/Recommended readings: Required literature (selected according to the focus of the report/seminar paper): MIKULÁŠOVÁ, A. 2000. Einblicke in die neuere österreichische Kinder- und Jugendliteratur. Bratislava: Monitor Promotion, 2000. 176 p. ISBN 80-968927-8-9 Recommended reading: RUSTERHOLZ, P./SOLBACH, A. 2007. Schweizer Literaturgeschichte. Stuttgart/Weimar: Metzlersche J. B. Verlagsbuchhandlung, 2007. 529 p. ISBN-10:3476017362 SEIBERT, E. 2005. Kindheitsmuster in der österreichischen Gegenwartsliteratur. Frankfurt a i.: Peter Lang, 2005. 499 p. ISBNB 3-631-53497-3						
Languages necessary to complete the course: german						
Notes:						
Past grade distribution Total number of evaluated students: 7						
A	ABS	B	C	D	E	FX
0,0	0,0	14,29	28,57	28,57	0,0	28,57
Lecturers:						
Last change: 21.06.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex017/22	Course title: Cognitive linguistics
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 17 hours of continuous home preparation for class, self-study; 10 hours of preparation for direct teaching, 18 hours of preparation for seminar work. Total 50 hours of student work. Teaching methods: motivational (motivational demonstration of the cognitive foundations of language expression), expository (explanation of the characteristics of the neurolinguistic foundations of speech production), diagnostic and classificatory, etc.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: the condition for obtaining the grade is the preparation of a seminar paper (100/0). 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 - 0%, insufficient - extra work required). Excellent: excellent knowledge of the state of the art and the basics of cognitive linguistics, clear and logical argumentation, correct use of technical terms, well-read style, minimal grammatical, orthographic and stylistic errors. Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the basic categories of cognitive linguistics, logical structure of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors. Good: treatment of the topic in relation to the stated objectives, logical argumentation, correct presentation of arguments from secondary literature in the field, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level.	

Satisfactory: only a rough outline of the problem to be solved, superficial knowledge of the context, imprecise presentation of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors.

Sufficient: sufficient treatment of the topic in the field, minimal or no knowledge of the scientific context, large number of orthographic, stylistic errors.

Inadequate: poor treatment of the topic, minimal or no knowledge of the context, poor or no argumentation, large number of orthographic, stylistic errors.

Scale of assessment (preliminary/final): the condition for obtaining the grade is the preparation of a seminar paper (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Learning objectives: to gain an overview of the specifics and important issues of cognitive linguistics.

Learning outcomes: the graduate of the course has a general orientation in cognitive linguistics and related disciplines (e.g. neurolinguistics). He/she has sufficient knowledge of the theoretical background of scientific work of cognitive linguistics as a linguistic sub- discipline, methods of its research, has an overview of methods and defining the subject of linguistic research in this field. Applies the overview in several disciplines (cognitive linguistics, basics of neurology) and takes them into account practically when developing the seminar work. Possesses analytical and abstract thinking skills when working with material related to the cognitive foundations of foreign language acquisition and the ability to think critically.

Class syllabus:

Course outcomes of subject (content):

Cognitive linguistics as a sub-discipline of cognitive sciences deals with the ability to speak, studies the use of language in communication processes, its bio-psychological preconditions in the human brain, as well as the processes of learning the mother tongue, language socialization. Traditionally, language, or speech, has been the subject of linguistic research, but phenomena such as the acquisition of communicative competence, language learning, language use, etc., often exceed the possibilities and interests of systemic linguistics, and it is necessary to import instrumentation from other disciplines in order to describe human cognitive structures in relation to language. Cognitive Semantics. Cognitive grammar.

Cognitive phonology. Conceptual organization, categorization, iconicity, conceptual metaphors, metonymy, etc. Conceptual semantics, prototypical semantics. Gestures, speech signs. Cognitive neuroscience. Psycholinguistics. Models of metaphor reception. Cognitive poetics and modern stylistics. The graduate's profile also includes an orientation in cognitive science and psycholinguistics, as he/she should have developed the required professional, pedagogical and personal prerequisites for teaching German.

Recommended literature:

Compulsory/Recommended readings:

Required literature (selected according to the focus of the paper/seminar paper): SCHWARZ, M. 2008. Einführung in die Kognitive Linguistik. Stuttgart: UTB, 2008. 298 p. ISBN-10: 3825216365

Recommended reading:

LOJOVÁ, G. 2005. Individual peculiarities in foreign language learning I. Bratislava. 2005. 200 p. ISBN 80-223-2069-2.

Languages necessary to complete the course:

german, slovak						
Notes:						
Past grade distribution						
Total number of evaluated students: 1						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	100,0
Lecturers:						
Last change: 21.06.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex024/22	Course title: Contemporary Austrian and Swiss literature
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 10 hours of continuous home preparation for class, self-study; 15 hours of preparation for a paper; 20 hours of preparation for a seminar paper. Total 50 hours of student work. Teaching methods: analysis of literary texts, work with professional texts, brainstorming, discussion of the topic, guided self-study.	
Number of credits: 2	
Recommended semester: 5.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary research are required. Points: active participation in discussions/analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0). The rating: 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%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required). Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.), excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester	

Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently, active participation in discussions/analyses of literary works during the semester.

Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.

Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.

Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.

Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.

Scale of assessment (preliminary/final): Points: active participation in discussions/analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0).

Learning outcomes:

Learning outcomes:

/Objectives and learning outcomes:

Aims of education: to get acquainted with the question of the specificity of Austrian or Swiss literature, the problem of the definition of these literatures as a subject of literary research. Learning outcomes: the graduate of the course knows the main texts of Austrian and Swiss literature and can analyse them. The student will learn about the aesthetic, historical, geographical specificities and traditions of Austrian and Swiss literature. They will develop presentation and argumentation skills, think critically and adapt the knowledge acquired to practice.

Class syllabus:

Course outcomes of subject (content):

Definitions of Austrian and Swiss literature, respectively. Literary life from 1945 to the present in the context of cultural and historical peripeteia. Institutional background.

Publishing houses, magazines, literary groups. Dynamics of literary life. Current literary research. Post-war period, mannerist literature, avant-garde, new subjectivism, language- critical literature, prose of the late 1960s, critical narrative lyric, lyric as a medium of aesthetic or social reflection, experimental literature, texts of recent Austrian drama, social- critical drama, avant-garde drama, prose as an experiment in consciousness, social-critical prose, etc. Texts on the reading list are updated at the beginning of the academic year.

Recommended literature:

<p>Compulsory/Recommended readings:</p> <p>Required literature (selected according to the focus of the paper/seminar paper): SCHMIDT-DENGLER, W. 1995. Bruchlinien. Vorlesungen zur österreichischen Literatur 1945-1990. Salzburg/Wien: Residenz Verlag, 1995. 560 p. ISBN 3-70170957-2 Recommended reading: MIKULÁŠ, R. 2014. Päť podôb rakúskeho historického novánu = Five modalities of the Austrian historical novel. In World Literature Studies. Vol. 6 (23), č. 2 (2014), 141-153. ISSN (online) 1337-969</p> <p>MIKULÁŠ, R. 2020. Oswald Wieners interdiskursive produktionspraxis: anmerkungen zu die verbesserung von mitteleuropa. In: Slowakische Zeitschrift für Germanistik. Roč. 12, č. 1 (2020), 45-58. ISSN (print) 1338-0796</p> <p>MIKULÁŠOVÁ, A./Mikuláš, R. 2018. Wirklichkeitskonstruktion durch Metaphern bei Ingeborg Bachmann = The construction of reality through metaphor in Ingeborg Bachmann's work. In World Literature Studies. Vol. 10, č. 3 (2018), 47-67. ISSN (online) 1337-9690 MIKULÁŠOVÁ, A./Mikuláš, R. 2020. Zur metaphorisch-diskursiven Wirklichkeit in Josef Haslingers novel Opernball = On metaphorical-discursive reality in Josef Haslinger s novel Opernball. In World Literature Studies. Vol. 12, č. 2 (2020), 26-39. ISSN (online) 1337-9690 RUSTERHOLZ, P./SOLBACH, A. 2007. Schweizer Literaturgeschichte. Stuttgart/Weimar: Metzlersche J. B. Verlagsbuchhandlung, 2007. 529 p. ISBN-10:3476017362</p> <p>SEIBERT, E. 2005. Kindheitsmuster in der österreichischen Gegenwartsliteratur. Frankfurt a i.: Peter Lang, 2005. 499 p. ISBN 3-631-53497-3</p>																				
<p>Languages necessary to complete the course:</p> <p>german</p>																				
<p>Notes:</p>																				
<p>Past grade distribution</p> <p>Total number of evaluated students: 4</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>75,0</td><td>0,0</td><td>25,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	75,0	0,0	25,0	0,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
75,0	0,0	25,0	0,0	0,0	0,0	0,0														
<p>Lecturers:</p>																				
<p>Last change: 21.06.2023</p>																				
<p>Approved by:</p>																				

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex024/22	Course title: Contemporary Austrian and Swiss literature
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 10 hours of continuous home preparation for class, self-study; 15 hours of preparation for a paper; 20 hours of preparation for a seminar paper. Total 50 hours of student work. Teaching methods: analysis of literary texts, work with professional texts, brainstorming, discussion of the topic, guided self-study.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary research are required. Points: active participation in discussions/analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0). The rating: 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%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required). Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.), excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester	

Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently, active participation in discussions/analyses of literary works during the semester.

Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.

Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.

Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.

Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.

Scale of assessment (preliminary/final): Points: active participation in discussions/analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0).

Learning outcomes:

Learning outcomes:

/Objectives and learning outcomes:

Aims of education: to get acquainted with the question of the specificity of Austrian or Swiss literature, the problem of the definition of these literatures as a subject of literary research. Learning outcomes: the graduate of the course knows the main texts of Austrian and Swiss literature and can analyse them. The student will learn about the aesthetic, historical, geographical specificities and traditions of Austrian and Swiss literature. They will develop presentation and argumentation skills, think critically and adapt the knowledge acquired to practice.

Class syllabus:

Course outcomes of subject (content):

Definitions of Austrian and Swiss literature, respectively. Literary life from 1945 to the present in the context of cultural and historical peripeteia. Institutional background.

Publishing houses, magazines, literary groups. Dynamics of literary life. Current literary research. Post-war period, mannerist literature, avant-garde, new subjectivism, language- critical literature, prose of the late 1960s, critical narrative lyric, lyric as a medium of aesthetic or social reflection, experimental literature, texts of recent Austrian drama, social- critical drama, avant-garde drama, prose as an experiment in consciousness, social-critical prose, etc. Texts on the reading list are updated at the beginning of the academic year.

Recommended literature:

<p>Compulsory/Recommended readings:</p> <p>Required literature (selected according to the focus of the paper/seminar paper): SCHMIDT-DENGLER, W. 1995. Bruchlinien. Vorlesungen zur österreichischen Literatur 1945-1990. Salzburg/Wien: Residenz Verlag, 1995. 560 p. ISBN 3-70170957-2 Recommended reading: MIKULÁŠ, R. 2014. Päť podôb rakúskeho historického novánu = Five modalities of the Austrian historical novel. In World Literature Studies. Vol. 6 (23), č. 2 (2014), 141-153. ISSN (online) 1337-969</p> <p>MIKULÁŠ, R. 2020. Oswald Wieners interdiskursive produktionspraxis: anmerkungen zu die verbesserung von mitteleuropa. In: Slowakische Zeitschrift für Germanistik. Roč. 12, č. 1 (2020), 45-58. ISSN (print) 1338-0796</p> <p>MIKULÁŠOVÁ, A./Mikuláš, R. 2018. Wirklichkeitskonstruktion durch Metaphern bei Ingeborg Bachmann = The construction of reality through metaphor in Ingeborg Bachmann's work. In World Literature Studies. Vol. 10, č. 3 (2018), 47-67. ISSN (online) 1337-9690 MIKULÁŠOVÁ, A./Mikuláš, R. 2020. Zur metaphorisch-diskursiven Wirklichkeit in Josef Haslingers novel Opernball = On metaphorical-discursive reality in Josef Haslinger s novel Opernball. In World Literature Studies. Vol. 12, č. 2 (2020), 26-39. ISSN (online) 1337-9690 RUSTERHOLZ, P./SOLBACH, A. 2007. Schweizer Literaturgeschichte. Stuttgart/Weimar: Metzlersche J. B. Verlagsbuchhandlung, 2007. 529 p. ISBN-10:3476017362</p> <p>SEIBERT, E. 2005. Kindheitsmuster in der österreichischen Gegenwartsliteratur. Frankfurt a i.: Peter Lang, 2005. 499 p. ISBN 3-631-53497-3</p>																				
<p>Languages necessary to complete the course:</p> <p>german</p>																				
<p>Notes:</p>																				
<p>Past grade distribution</p> <p>Total number of evaluated students: 4</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>75,0</td><td>0,0</td><td>25,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	75,0	0,0	25,0	0,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
75,0	0,0	25,0	0,0	0,0	0,0	0,0														
<p>Lecturers:</p>																				
<p>Last change: 21.06.2023</p>																				
<p>Approved by:</p>																				

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex025/22	Course title: Didactics of German language in primary education degree
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student's workload: 5 hours of combined teaching; 15 hours of continuous home preparation for class, self-study; 30 hours of preparation of seminar paper and co-authored paper. 50 hours of student work in total. Teaching methods: explanation, work with professional text, heuristic method, brainstorming, problem solving, application of theoretical knowledge to practice, discussion of the topic, authentic presentation and critical reflection of papers, guided self-study.	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites: PdF.KNJL/M-NEMex033/22 - Theory and practice of primary education	
Course requirements: Course completion requirements: study of literature, research and analysis of materials, preparation and presentation of a co- paper, active participation in seminars, preparation of a seminar paper. Score: abstract: 25 points, active participation in seminars: 25 points, seminar paper: 50 points (100/0). 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 - 0%, insufficient - extra work required). Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes. Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.	

<p>Good: average knowledge and ability to link it to skills based on mastery of concepts, good ability to think analytically and formulate evaluative critical stances, fluent speech with several weaknesses.</p> <p>Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills, incoherent speech with errors.</p> <p>Adequate: content is mastered with several weaknesses, lacks sufficient mastery and understanding of the issues and interpretive procedures, lacks scholarly argumentation and the formulation of evaluative critical stances.</p> <p>Inadequate: insufficient knowledge, lack of mastery of concepts and lack of understanding of issues and interpretive procedures.</p> <p>Scale of assessment (preliminary/final): Score: abstract: 25 points, active participation in seminars: 25 points, seminar paper: 50 points (100/0).</p>
<p>Learning outcomes:</p> <p>Learning outcomes</p> <p>/Objectives and learning outcomes:</p> <p>Objectives of education: to acquire professional didactic competence for the creation and implementation of teaching or immersion units at the primary level of education, to acquire the conceptual apparatus with a focus on psychosomatic and learning specifics of pupils at the primary level.</p> <p>Learning outcomes: the graduate is able to transform the knowledge from the linguistic and cognitive potential of pupils into methodological and didactic applications. With a high degree of independence and responsibility, the student pays attention to oral expression, reading and simple forms of written expression. Understands and accepts the peculiarities of education of children of younger school age, acquires the specifics of pedagogical communication, empathetic and ethical behaviour in interaction.</p>
<p>Class syllabus:</p> <p>Compulsory/Recommended readings:</p> <p>Required reading:</p> <p>KOLEČANI LENČOVÁ, I./SLOBODOVÁ, G. 2020. Neighbor language mediation in connection with emotions = Nachbarsprachenvermittlung in Verbindung mit Emotionen (im sozialen Kontext): (in social context). Bratislava: Bratislava - Nové Mesto, 59 s., 3,0 AH [print] ISBN 978-80-570-2322-7</p> <p>WIDLOK, B./PETRAVIC, A./ORG, H./ROMCEA, R. 2010. Nürnberger Empfehlungen zum frühen Fremdsprachenlernen. Munich: Goethe Institut e.V., 2010. 38 p. ISBN 978-3-939670-38-4</p> <p>Recommended reading:</p> <p>CATANESE, G. 2010. Das Europäische Sprachenportfolio: Anwendungs- und Entwicklungsmöglichkeiten zur Unterstützung einer interkulturellen und mehrsprachigen Bildung in vorschulischen Einrichtungen. Münster: Waxmann Verlag, 78 p. ISBN 978-3-83092-3671</p> <p>KOLLÁRIKOVÁ, Z./PUPALA, B. 2001. Preschool and elementary pedagogy. Prague: Portál, 123-159. ISBN 8071785857</p> <p>KOLEČANI LENČOVÁ, I. 2011. Frühes Fremdsprachenlernen - ja oder nein? In: Didaktik des Deutschen als Fremdsprache im veränderten sprachpolitischen Kontext nach der Bologna-Reform. Brno: Tribun EU, 168-180. ISBN 978-80-263-0079-3</p>
<p>Recommended literature:</p>
<p>Languages necessary to complete the course:</p> <p>german, slovak</p>
<p>Notes:</p>

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: 21.06.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KNJL/M-NEMex030/22			Course title: Didactics of German in the context of multilingualism			
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined						
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:						
Last change:						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex011/22	Course title: Didactics of lifelong learning
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 20 hours of self-study and continuous home preparation for class (preparation of a report); 25 hours of seminar work. 50 hours of student work in total. Teaching methods: explanation, narration, interview, discussion, brainstorming, students' own work, work with Internet resources and digital technologies, practice, repetition.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: During the semester, the student prepares a visual presentation and presents a paper and develops a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work is required. Points: active participation in seminars: 25 points, preparation/presentation of a paper: 25 points, final seminar paper: 50 points (100/0). 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 - 0%, insufficient - extra work required). Excellent: precise formulation of the intention of the report/seminar paper and excellent knowledge of the current state of the research issue, clear and logical argumentation, consideration of all aspects necessary for the processing of the topic, a significant proportion of own argumentation and own results of the work at the theoretical and practical level, the presentation of practical examples of the issue transferable to practice (didactization of the selected topic, designing a teaching unit, etc.), differentiated language, correct use of professional terms, well-read style, minimal errors, taking into account a large amount of literature, formally correct editing (compliance with citation standards, etc.), excellent ability to independently present the results of the work and to incorporate	

comments from the orally presented paper, active participation in discussions, independent and group problem solving, and own creative work during the semester.

Very good: solid treatment of the topic of the report/seminar paper in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the paper, logical argumentation, giving practical examples on the subject (didactization of the selected topic, designing of the teaching unit, etc.), clear language, only a small number of grammatical, orthographic and stylistic errors, taking into account a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), very good ability to independently present the results of the work and to incorporate comments from the orally presented paper, active participation in discussions, independent and group problem solving, and own, creative work during the semester.

Good: treatment of the topic of the paper/seminar paper in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, theoretical and practical treatment of the problem, correct communication of arguments from secondary literature, mostly correct use of professional terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (observance of citation standards, etc.), good ability to independently present the results of work and incorporate comments, participation in discussions, independent and group problem solving and own work during the semester.

Satisfactory: Only a rough outline of the problem addressed, superficial knowledge of the scientific context, theoretical treatment of the topic, imprecise conveyance of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, multiple grammatical, orthographic, and stylistic errors, use of little secondary literature, minimal incorporation of comments, participation in discussions, independent and group problem solving throughout the semester.

Sufficient: the results treat the chosen topic superficially and without own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications, occasional participation in discussions and group problem solving.

Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or inadequate preparation for seminars, major formal deficiencies, passive participation in teaching units, not engaging in discussions and group work.

Scale of assessment (preliminary/final): Points: active participation in seminars: 25 points, preparation/presentation of a paper: 25 points, final seminar paper: 50 points (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Learning objectives: to plan and implement teaching units in the process of adult language learning.

Learning outcomes: the graduate of the course knows didactic terminology, forms and methods of educational activities in face-to-face, online, as well as combined (blended- learning) format with a focus on the learning specifics of adults. Possesses professional didactic competence and can draw up a teaching unit plan. Achieves an adequate level of intrapersonal (self-reflection, self-evaluation, planning for future professional growth, self- development), interpersonal, presentation, communication skills, as well as digital and organisational skills.

Class syllabus:

<p>Course outcomes of subject (content): Common European Framework of Reference for Languages (CEFR), basic concepts of andragogical didactics. Methodological procedures, didactic forms and principles in foreign language teaching with a focus on adult didactics and methodology. Adult education in face- to-face, online and blended-learning formats. Specifics of adult foreign language learning, strategies and styles of foreign language learning, mediation and development of language competences. The graduate of the course has the prerequisites to pursue a profession as a teacher/lecturer of language courses for adults in language schools and other educational institutions.</p>																				
<p>Recommended literature: Compulsory/Recommended readings: Required literature (selected according to the focus of the paper/seminar paper): NEUNER, G. 2001. Fremdsprachen-Unterricht in Theorie Und Praxis: Deutsch als Zweitsprache in der Erwachsenenbildung. Berlin: Langenscheidt Verlag, 2001. 240 p. ISBN 978-3-4684-9452-9 Recommended reading: BRASCH, B. /PFEIL, A. 2017. DLL9 Unterrichten mit digitalen Medien. Stuttgart: Klett, 2017. ISBN: 978-3-12-606981-6 KNOWLES, M./HOLTON, E./SWANSON,R. 2006. Lebenslanges Lernen. Andragogik und Erwachsenenbildung. Heidelberg: Springer Spektrum Verlag, 2006. 356 p. ISBN 978-3-8274-1699-5</p>																				
<p>Languages necessary to complete the course: german</p>																				
<p>Notes:</p>																				
<p>Past grade distribution Total number of evaluated students: 1</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>100,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	100,0	0,0	0,0	0,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
100,0	0,0	0,0	0,0	0,0	0,0	0,0														
<p>Lecturers:</p>																				
<p>Last change: 21.06.2023</p>																				
<p>Approved by:</p>																				

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex011/22	Course title: Didactics of lifelong learning
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 20 hours of self-study and continuous home preparation for class (preparation of a report); 25 hours of seminar work. 50 hours of student work in total. Teaching methods: explanation, narration, interview, discussion, brainstorming, students' own work, work with Internet resources and digital technologies, practice, repetition.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: During the semester, the student prepares a visual presentation and presents a paper and develops a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work is required. Points: active participation in seminars: 25 points, preparation/presentation of a paper: 25 points, final seminar paper: 50 points (100/0). 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 - 0%, insufficient - extra work required). Excellent: precise formulation of the intention of the report/seminar paper and excellent knowledge of the current state of the research issue, clear and logical argumentation, consideration of all aspects necessary for the processing of the topic, a significant proportion of own argumentation and own results of the work at the theoretical and practical level, the presentation of practical examples of the issue transferable to practice (didactization of the selected topic, designing a teaching unit, etc.), differentiated language, correct use of professional terms, well-read style, minimal errors, taking into account a large amount of literature, formally correct editing (compliance with citation standards, etc.), excellent ability to independently present the results of the work and to incorporate	

comments from the orally presented paper, active participation in discussions, independent and group problem solving, and own creative work during the semester.

Very good: solid treatment of the topic of the report/seminar paper in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the paper, logical argumentation, giving practical examples on the subject (didactization of the selected topic, designing of the teaching unit, etc.), clear language, only a small number of grammatical, orthographic and stylistic errors, taking into account a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), very good ability to independently present the results of the work and to incorporate comments from the orally presented paper, active participation in discussions, independent and group problem solving, and own, creative work during the semester.

Good: treatment of the topic of the paper/seminar paper in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, theoretical and practical treatment of the problem, correct communication of arguments from secondary literature, mostly correct use of professional terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (observance of citation standards, etc.), good ability to independently present the results of work and incorporate comments, participation in discussions, independent and group problem solving and own work during the semester.

Satisfactory: Only a rough outline of the problem addressed, superficial knowledge of the scientific context, theoretical treatment of the topic, imprecise conveyance of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, multiple grammatical, orthographic, and stylistic errors, use of little secondary literature, minimal incorporation of comments, participation in discussions, independent and group problem solving throughout the semester.

Sufficient: the results treat the chosen topic superficially and without own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications, occasional participation in discussions and group problem solving.

Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or inadequate preparation for seminars, major formal deficiencies, passive participation in teaching units, not engaging in discussions and group work.

Scale of assessment (preliminary/final): Points: active participation in seminars: 25 points, preparation/presentation of a paper: 25 points, final seminar paper: 50 points (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Learning objectives: to plan and implement teaching units in the process of adult language learning.

Learning outcomes: the graduate of the course knows didactic terminology, forms and methods of educational activities in face-to-face, online, as well as combined (blended- learning) format with a focus on the learning specifics of adults. Possesses professional didactic competence and can draw up a teaching unit plan. Achieves an adequate level of intrapersonal (self-reflection, self-evaluation, planning for future professional growth, self- development), interpersonal, presentation, communication skills, as well as digital and organisational skills.

Class syllabus:

<p>Course outcomes of subject (content):</p> <p>Common European Framework of Reference for Languages (CEFR), basic concepts of andragogical didactics. Methodological procedures, didactic forms and principles in foreign language teaching with a focus on adult didactics and methodology. Adult education in face- to-face, online and blended-learning formats. Specifics of adult foreign language learning, strategies and styles of foreign language learning, mediation and development of language competences. The graduate of the course has the prerequisites to pursue a profession as a teacher/lecturer of language courses for adults in language schools and other educational institutions.</p>																				
<p>Recommended literature:</p> <p>Compulsory/Recommended readings:</p> <p>Required literature (selected according to the focus of the paper/seminar paper): NEUNER, G. 2001. Fremdsprachen-Unterricht in Theorie Und Praxis: Deutsch als Zweitsprache in der Erwachsenenbildung. Berlin: Langenscheidt Verlag, 2001. 240 p. ISBN 978-3-4684-9452-9</p> <p>Recommended reading:</p> <p>BRASCH, B. /PFEIL, A. 2017. DLL9 Unterrichten mit digitalen Medien. Stuttgart: Klett, 2017. ISBN: 978-3-12-606981-6</p> <p>KNOWLES, M./HOLTON, E./SWANSON,R. 2006. Lebenslanges Lernen. Andragogik und Erwachsenenbildung. Heidelberg: Springer Spektrum Verlag, 2006. 356 p. ISBN 978-3-8274-1699-5</p>																				
<p>Languages necessary to complete the course:</p> <p>german</p>																				
<p>Notes:</p>																				
<p>Past grade distribution</p> <p>Total number of evaluated students: 1</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>100,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	100,0	0,0	0,0	0,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
100,0	0,0	0,0	0,0	0,0	0,0	0,0														
<p>Lecturers:</p>																				
<p>Last change: 21.06.2023</p>																				
<p>Approved by:</p>																				

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex013/22	Course title: Didactics of literature
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 15 hours of continuous home preparation for class, self-study; 30 hours of preparation of a seminar paper and a co-authored paper. 50 hours of student work in total. Teaching methods: explanation, work with professional text, heuristic method, brainstorming, problem solving, application of theoretical knowledge to practice, discussion of the topic, authentic presentation and critical reflection of papers, guided self-study.	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: Preparation and presentation of a report, active participation in the seminar, preparation of a seminar paper. Score: paper: 25 points, active participation in seminars: 25 points, seminar paper: 50 points (100/0). 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 - 0%, insufficient - extra work required). Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes. Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes. Good: average knowledge and ability to link it to skills based on mastery of concepts, good ability to think analytically and formulate evaluative critical stances, fluent speech with several weaknesses.	

Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills, incoherent speech with errors.
 Adequate: content is mastered with several weaknesses, lacks sufficient mastery and understanding of the issues and interpretive procedures, lacks scholarly argumentation and the formulation of evaluative critical stances.
 Insufficient: insufficient knowledge, lack of conceptual mastery and lack of understanding of the issues and interpretive procedures.
 Scale of assessment (preliminary/final): Score: paper: 25 points, active participation in seminars: 25 points, seminar paper: 50 points (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Aims of the training: deepening knowledge and confirmation of a new approach in intercultural didactics of foreign language literature, critical reflection on new concepts and models of text mediation in school and out-of-school settings.

Learning outcomes: the graduate of the course is able to competently relate the knowledge from didactics of literature and media to the expanded concept of text and to extend its scope to the conveyance of cultural knowledge and synergistic action in the context of multimodality and multimedia. He is independent and creative with a well-developed aesthetic sensibility in forming his subjective theory of learning and teaching literature. Can present and critically reflect on acquired professional knowledge with a high degree of teaching ethics.

Class syllabus:

Course outcomes of subject (content):

1. Concepts of literary education and educational reality in schools.
2. Didactic concepts of literature for children and youth.
3. Reading competence. Conditions, functions, psychology of teaching literature.
4. Literary science and didactics of literature in the media environment, media competence, conditions, functions - didactic reactions to new media; film, radio, TV, tape recorder, video, audio cassettes, PC, internet.
5. Fundamentals of intercultural didactics.

Recommended literature:

Compulsory/Recommended readings:

Required literature (selected according to the focus of the paper/seminar paper): LENČOVÁ, I. 2008. Literary artefact in foreign language teaching. Banská Bystrica: Matej Bel University, Faculty of Humanities, 2008. 198 s. ISBN 978-80-8083-572-9

BUČKOVÁ, T. 2020. Intercultural didactics of foreign language literature. Prague: UK Pedagogical Faculty. 2020. 324 p. ISBN 978-80-7603-183-8, chap. I, II, VI Recommended reading:

BERNSTEIN, N. /LERNCHNER, CH. 2014. Ästhetisches Lernen im DaF-/DaZ-Unterricht.

Göttingen: Universitätsverlag, 2014. 382 p. ISBN 978-3-86395-183-2, chap. II - V. LENČOVÁ,

I. 2006. Imagination und Emotion - Förderung des kreativen Potentials und der Emotionalität des Schülers durch Bild, Text und Musik. In: Zeitschrift für Gestaltpädagogik, 17. Jahrgang Heft 1, 2006. ISBN 3-89797-707-9

KAMMLER, C. 2000. Neue Literaturtheorien und Unterrichtspraxis. Baltmannsweiler: Schneider Verlag Hohengehren, 2000. 166 p. ISBN-10:3896762273

KOLEČANI LENČOVÁ, I. 2006. Die Rolle des literarischen Textes für die

Persönlichkeitsentwicklung im Fremdsprachenunterricht. In: Lingua Viva. Vol. 2, č. 2 (2006), 68-77. ISSN (print) 1801-1489

KOLEČANI LENČOVÁ, I. 2009. Phantasieland Lesen 2: an integrated textbook of literary reading for pupils of the second stage of primary schools and eight-year grammar schools. Bratislava: Príroda, 2009. 103 p. ISBN 978-80-07-01673-6

KOLEČANI LENČOVÁ, I. 2009. Lehrerhandbuch: a methodological and didactic teacher's guide to integrated literary reading textbooks for pupils of 1st and 2nd level of primary schools and eight-year grammar schools Phantasieland Lesen 1, Phantasieland Lesen 2. Bratislava: Nature, 2009. 31 p. ISBN 978-80-07-01689-7

Languages necessary to complete the course:

german, slovak, czech

Notes:

Past grade distribution

Total number of evaluated students: 4

A	ABS	B	C	D	E	FX
0,0	0,0	50,0	50,0	0,0	0,0	0,0

Lecturers:

Last change: 21.06.2023

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMšt010/16	Course title: Didactics of the German language and literature
Number of credits: 3	
Educational level: II.	
State exam syllabus:	
Last change: 16.07.2022	
Approved by:	

COURSE DESCRIPTION

Academic year: 2024/2025						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KNJL/M-NEMex028/22			Course title: From text to project			
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined						
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:						
Last change:						
Approved by:						

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMšt009/16	Course title: German Language and literature
Number of credits: 3	
Educational level: II.	
State exam syllabus:	
Last change: 16.07.2022	
Approved by:	

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex004/22	Course title: German literature of the 20th century I
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (lecture), combined form. Student workload: 5 hours of combined teaching; 35 hours of continuous home preparation for class, self-study; 35 hours of preparation for the final assessment (oral examination). Total 75 hours of student work. Teaching methods: explanations, work with specialist texts, brainstorming, discussion of the topic, analysis of literary texts, guided self-study.	
Number of credits: 3	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: mastery of theoretical contents, reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary science work, active cooperation are required. Assessment points: continuous assessment by discussion: 50 points, oral examination 50 points (50/50). The rating: A (100-95%, excellent - outstanding results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable work), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required). Excellent: excellent knowledge of the literature of the period and the ability to interpret it on the basis of the acquired means, the ability to link new knowledge and skills with knowledge and skills acquired in the past, fluent speech, structured statements, sovereign handling of the conceptual means, excellent ability to think analytically and to formulate critical evaluative attitudes. Very good: solid knowledge of the literature of the period and the ability to interpret it on the basis of the acquired means, fluent speech with minor shortcomings, very good ability to think analytically and to formulate critical evaluative attitudes.	

<p>Good: average knowledge of the literature of the period ability to interpret them on the basis of the acquired means, fluent speech with several shortcomings, limited ability to formulate evaluative critical attitudes</p> <p>Satisfactory: content mastery with several weaknesses, basic mastery and understanding of issues and interpretive procedures, weak scientific argumentation and formulation of evaluative critical stances.</p> <p>Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, lack of scientific reasoning and formulation of evaluative critical attitudes.</p> <p>Inadequate: insufficient, no knowledge of the literature of the period, insufficient mastery of conceptual tools, failure to read primary literature.</p> <p>Scale of assessment (preliminary/final): Assessment points: continuous assessment by discussion: 50 points, oral examination 50 points (50/50).</p>
<p>Learning outcomes:</p> <p>Learning outcomes</p> <p>/Objectives and learning outcomes:</p> <p>Educational objectives: to learn about the specifics of the literary process from the turn of the century to 1945.</p> <p>Learning outcomes: the graduate of the course knows the main literary works, which can be interpreted in the context of the time. On the basis of concrete experience with the texts read, he/she has learned to think about literature, to use terms denoting aspects of literary texts, as well as the concepts of literary metadiscourse. He/she can work with specialist literature and formulate his/her own argumentative positions. Is capable of self-reflection and open to further learning.</p>
<p>Class syllabus:</p> <p>Course outcomes of subject (content):</p> <p>F. Nietzsche, A. Schopenhauer, S. Freud/Crisis of Consciousness, Language, Society. Impressionism, Symbolism. R. Musil, H. Broch, J. R. Roth, H. Hesse, Th. Mann, A. Döblin; Pluralism of styles (F. Wedekind, H. Hesse, R. Walser). Literary revolution in expressionism, expressionism in poetry (G Heym, G Trakl), in drama (E Toller, G Kaiser) and in prose (G Benn). Franz Kafka and Prague German literature (F. Werfel and others). The end of the bourgeois epoch and the literature of the Weimar Republic (T. Mann, H. Mann). Epic theatre, B. Brecht, literary cabaret. Drama in the interwar period (Ö. v. Horváth and others). The big city and its representation in the novel, the historical novel, social criticism, literature against the war (A. Döblin, A. Seghers, E. M. Remarque, A. Zweig - Part 1). Continuation (L. Feuchtwanger - Part 2). German literature in emigration after 1933. The texts are updated at the beginning of the academic year.</p>
<p>Recommended literature:</p> <p>Compulsory/Recommended readings:</p> <p>Required readings (selected according to the teacher's recommendation):</p> <p>BEUTIN, W. 2019. Deutsche Literaturgeschichte von den Anfängen bis zur Gegenwart. Stuttgart: Metzler, 2019. 810 p. ISBN-10:3476049523, ISBN-13:978-3476049520 (selected chapters)</p> <p>Recommended reading:</p> <p>LEIB, I./STADLER, H. 2004. Deutsche Literaturgeschichte, Bd. 8: Wege in die Moderne 1890-1918. Munich: dtv, 2004. 442 p. ISBN 3423033487</p> <p>LEIB, I./STADLER, H. 2003. Deutsche Literaturgeschichte, Bd. 9: Weimarer Republik. Munich: dtv, 2003. 416 p. ISBN-13: 9783423033497</p>

MIKULÁŠOVÁ, A./Mikuláš, R. 2006. Zu einigen Analogien in den Tiergeschichten von Felix Salten und Martin Hranko - eine Vergleichsanalyse. In: Felix Salten - der unbekannte Bekannte. Wien: Praesens, 2006, 145-155. ISBN 3-7069-0368-7

MIKULÁŠOVÁ, A. 2010. Metatextuelle Reflexion der Werke Erich Kästners und Karl Mays in der Slowakei. In: Kindheit zwischen West und Ost: Kinderliteratur zwischen Kaltem Krieg und neuem Europa. Bern: Peter Lang, 2010, 139-150. ISBN 978-3-0343-0560-0

MIKULÁŠ, R. 2004. On the category of the "hero" in the work of E. Canetti. In: The Hero in Central European and Balkan Literatures of the 19th and 20th Centuries. Bratislava: VEDA, 2004, 82-99. ISBN 80-224-0821-2

RIEGEL, P./RINSUM, W. VAN. 2000. Deutsche Literaturgeschichte. Band 10: Drittes Reich und Exil 1933-1945. Munich: dtv, 2000. 304 p. ISBN-10: 342303333509

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution

Total number of evaluated students: 11

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

Lecturers:

Last change: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex005/22	Course title: German literature of the 20th century II
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (lecture), combined form. Student workload: 5 hours of combined teaching; 40 hours of continuous home preparation for class, self-study; 55 hours of preparation for the final assessment (oral examination). Total 100 hours of student work. Teaching methods: explanations, work with professional texts, brainstorming, discussion of the topic, analysis of literary texts, guided self-study.	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: mastery of theoretical contents, reading of primary literature texts (the so-called fiction minimum), knowledge of conceptual instrumentarium and methods of literary science work, active cooperation are required. Assessment points: continuous assessment by discussion: 50 points, oral examination 50 points (50/50). The rating is awarded on a scale: A (100-95%, excellent - outstanding results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required). Excellent: excellent knowledge of the literature of the period in the context of the social context and the ability to interpret it on the basis of the acquired instrumentarium, the ability to link new knowledge and skills with knowledge and skills acquired in the past, fluent speech, structured statements, sovereign handling of the conceptual instrumentarium, excellent ability to think analytically and to formulate critical evaluative attitudes. Very good: solid knowledge of the literature of the period and the ability to interpret it on the basis of the acquired instrumentation, fluent speech with minor shortcomings, very good ability to think analytically and to formulate critical evaluative attitudes.	

<p>Good: average knowledge of the literature of the period ability to interpret them on the basis of the acquired instrumentation, fluent speech with several shortcomings, limited ability to formulate evaluative critical attitudes.</p> <p>Satisfactory: content mastery with several weaknesses, basic mastery and understanding of issues and interpretive procedures, weak scientific argumentation and formulation of evaluative critical stances.</p> <p>Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, lack of scientific reasoning and formulation of evaluative critical attitudes.</p> <p>Inadequate: insufficient, no knowledge of the literature of the period, insufficient mastery of conceptual tools, no reading of works of fiction.</p> <p>Scale of assessment (preliminary/final): Assessment points: continuous assessment by discussion: 50 points, oral examination 50 points (50/50).</p>
<p>Learning outcomes:</p> <p>Learning outcomes</p> <p>/Objectives and learning outcomes:</p> <p>Educational objectives: to show the vicissitudes of literary processes in Germany after 1945. Learning outcomes: the graduate of the course acquires knowledge of cultural-historical contexts, recognises the key literary works of the period and is able to interpret them, has acquired conceptual instrumentarium. Against the background of concrete examples, the student will learn to reflect on the central formal, thematic and motivational shifts in literary genres. The student is able to adapt and transfer the knowledge acquired into practice.</p>
<p>Class syllabus:</p> <p>Course outcomes of subject (content):</p> <p>The lecture will consist of the following modules: literature of the German Democratic Republic, literature of the GDR, literature in unified Germany. Post-war literature, political situation and literary situation, W. Borchert, H. Böll. Group 47, short stories after 1945 (H. Böll, W. Borchert, G. Wohmann), lyric poetry between 1950 and 1970 (G. Benn, W. Lehmann, G. Eich, H.M. Enzensberger, E. Fried), drama after 1945 (R. Hochhuth, P. Weiss, et al.), novels of the 1950s (H. Böll, G. Grass, W. Koeppen), literature of the new subjectivity (M. Walser, B. Strauß, Ch. Wolf, G. Wohmann, etc.), literature of the GDR (building literature, socialist realism, literature of arrival (Ankunftsliteratur 1961-1971), criticism of socialism 1971-1989). The texts of the fiction minimum are updated at the beginning of the academic year.</p>
<p>Recommended literature:</p> <p>Compulsory/Recommended readings:</p> <p>Required readings (selected according to the teacher's recommendation):</p> <p>BEUTIN, W. 2019. Deutsche Literaturgeschichte von den Anfängen bis zur Gegenwart. Stuttgart: Metzler, 2019. 810 p. ISBN-10:3476049523, ISBN-13:978-3476049520 (selected chapters)</p> <p>Recommended reading:</p> <p>BRAUN, M. 2010. Die deutsche Gegenwartsliteratur: Eine Einführung. Böhlau: UTB, 2010. 247 p. ISBN-10:3825233529</p> <p>FORSTER, H./RIEGEL, P. 1995. Deutsche Literaturgeschichte. Bd.11. Die Nachkriegszeit 1945-1968. Munich: dtv 1995. ISBN 3-423-03351-7</p> <p>FORSTER, H./RIEGEL, P. 1999. Deutsche Literaturgeschichte. Gegenwart 1968-1990. Bd. 12. 2. Aufl. Munich: dtv, 1999. 376 p. ISBN 3-423-03352-5</p>

<p>MIKULÁŠ, R. 2016. Auf der Spur einer Wahrnehmungsästhetik im Rahmen der Kognitiven Literaturwissenschaft: Gestaltung von Wahrnehmung bei Peter Handke. In: Schlüsselkonzepte und Anwendungen der Kognitiven Literaturwissenschaft. Münster: Mentis, 2016, 185-209. ISBN 978-3-89785-461-1</p> <p>MIKULÁŠOVÁ, A./Mikuláš, R. 2018. Wirklichkeitskonstruktion durch Metaphern bei Ingeborg Bachmann = The construction of reality through metaphor in Ingeborg Bachmann's work. In: World Literature Studies. Vol. 10, č. 3 (2018), 47-67. ISSN (online) 1337-9690</p> <p>SCHNELL, R. 2016. Geschichte der deutschsprachigen Literatur seit 1945. Stuttgart: Metzlersche Verlagsbuchhandlung, 2016. 614 p. ISBN-10:3476019004</p>						
Languages necessary to complete the course: german						
Notes:						
Past grade distribution Total number of evaluated students: 9						
A	ABS	B	C	D	E	FX
0,0	0,0	33,33	22,22	11,11	0,0	33,33
Lecturers:						
Last change: 21.06.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex005/22	Course title: German literature of the 20th century II
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (lecture), combined form. Student workload: 5 hours of combined teaching; 40 hours of continuous home preparation for class, self-study; 55 hours of preparation for the final assessment (oral examination). Total 100 hours of student work. Teaching methods: explanations, work with professional texts, brainstorming, discussion of the topic, analysis of literary texts, guided self-study.	
Number of credits: 4	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: mastery of theoretical contents, reading of primary literature texts (the so-called fiction minimum), knowledge of conceptual instrumentarium and methods of literary science work, active cooperation are required. Assessment points: continuous assessment by discussion: 50 points, oral examination 50 points (50/50). The rating is awarded on a scale: A (100-95%, excellent - outstanding results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required). Excellent: excellent knowledge of the literature of the period in the context of the social context and the ability to interpret it on the basis of the acquired instrumentarium, the ability to link new knowledge and skills with knowledge and skills acquired in the past, fluent speech, structured statements, sovereign handling of the conceptual instrumentarium, excellent ability to think analytically and to formulate critical evaluative attitudes. Very good: solid knowledge of the literature of the period and the ability to interpret it on the basis of the acquired instrumentation, fluent speech with minor shortcomings, very good ability to think analytically and to formulate critical evaluative attitudes.	

<p>Good: average knowledge of the literature of the period ability to interpret them on the basis of the acquired instrumentation, fluent speech with several shortcomings, limited ability to formulate evaluative critical attitudes.</p> <p>Satisfactory: content mastery with several weaknesses, basic mastery and understanding of issues and interpretive procedures, weak scientific argumentation and formulation of evaluative critical stances.</p> <p>Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, lack of scientific reasoning and formulation of evaluative critical attitudes.</p> <p>Inadequate: insufficient, no knowledge of the literature of the period, insufficient mastery of conceptual tools, no reading of works of fiction.</p> <p>Scale of assessment (preliminary/final): Assessment points: continuous assessment by discussion: 50 points, oral examination 50 points (50/50).</p>
<p>Learning outcomes:</p> <p>Learning outcomes</p> <p>/Objectives and learning outcomes:</p> <p>Educational objectives: to show the vicissitudes of literary processes in Germany after 1945. Learning outcomes: the graduate of the course acquires knowledge of cultural-historical contexts, recognises the key literary works of the period and is able to interpret them, has acquired conceptual instrumentarium. Against the background of concrete examples, the student will learn to reflect on the central formal, thematic and motivational shifts in literary genres. The student is able to adapt and transfer the knowledge acquired into practice.</p>
<p>Class syllabus:</p> <p>Course outcomes of subject (content):</p> <p>The lecture will consist of the following modules: literature of the German Democratic Republic, literature of the GDR, literature in unified Germany. Post-war literature, political situation and literary situation, W. Borchert, H. Böll. Group 47, short stories after 1945 (H. Böll, W. Borchert, G. Wohmann), lyric poetry between 1950 and 1970 (G. Benn, W. Lehmann, G. Eich, H.M. Enzensberger, E. Fried), drama after 1945 (R. Hochhuth, P. Weiss, et al.), novels of the 1950s (H. Böll, G. Grass, W. Koeppen), literature of the new subjectivity (M. Walser, B. Strauß, Ch. Wolf, G. Wohmann, etc.), literature of the GDR (building literature, socialist realism, literature of arrival (Ankunftsliteratur 1961-1971), criticism of socialism 1971-1989). The texts of the fiction minimum are updated at the beginning of the academic year.</p>
<p>Recommended literature:</p> <p>Compulsory/Recommended readings:</p> <p>Required readings (selected according to the teacher's recommendation):</p> <p>BEUTIN, W. 2019. Deutsche Literaturgeschichte von den Anfängen bis zur Gegenwart. Stuttgart: Metzler, 2019. 810 p. ISBN-10:3476049523, ISBN-13:978-3476049520 (selected chapters)</p> <p>Recommended reading:</p> <p>BRAUN, M. 2010. Die deutsche Gegenwartsliteratur: Eine Einführung. Böhlau: UTB, 2010. 247 p. ISBN-10:3825233529</p> <p>FORSTER, H./RIEGEL, P. 1995. Deutsche Literaturgeschichte. Bd.11. Die Nachkriegszeit 1945-1968. Munich: dtv 1995. ISBN 3-423-03351-7</p> <p>FORSTER, H./RIEGEL, P. 1999. Deutsche Literaturgeschichte. Gegenwart 1968-1990. Bd. 12. 2. Aufl. Munich: dtv, 1999. 376 p. ISBN 3-423-03352-5</p>

<p>MIKULÁŠ, R. 2016. Auf der Spur einer Wahrnehmungsästhetik im Rahmen der Kognitiven Literaturwissenschaft: Gestaltung von Wahrnehmung bei Peter Handke. In: Schlüsselkonzepte und Anwendungen der Kognitiven Literaturwissenschaft. Münster: Mentis, 2016, 185-209. ISBN 978-3-89785-461-1</p> <p>MIKULÁŠOVÁ, A./Mikuláš, R. 2018. Wirklichkeitskonstruktion durch Metaphern bei Ingeborg Bachmann = The construction of reality through metaphor in Ingeborg Bachmann's work. In: World Literature Studies. Vol. 10, č. 3 (2018), 47-67. ISSN (online) 1337-9690</p> <p>SCHNELL, R. 2016. Geschichte der deutschsprachigen Literatur seit 1945. Stuttgart: Metzlersche Verlagsbuchhandlung, 2016. 614 p. ISBN-10:3476019004</p>																				
<p>Languages necessary to complete the course: german</p>																				
<p>Notes:</p>																				
<p>Past grade distribution Total number of evaluated students: 9</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>0,0</td><td>0,0</td><td>33,33</td><td>22,22</td><td>11,11</td><td>0,0</td><td>33,33</td></tr> </table>							A	ABS	B	C	D	E	FX	0,0	0,0	33,33	22,22	11,11	0,0	33,33
A	ABS	B	C	D	E	FX														
0,0	0,0	33,33	22,22	11,11	0,0	33,33														
<p>Lecturers:</p>																				
<p>Last change: 21.06.2023</p>																				
<p>Approved by:</p>																				

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex020/22	Course title: German literature of the 21st century
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 10 hours of continuous home preparation for class, self-study; 15 hours of preparation for a paper; 20 hours of preparation for a seminar paper. Total 50 hours of student work. Teaching methods: analysis of literary texts, work with professional texts, brainstorming, discussion of the topic, guided self-study.	
Number of credits: 2	
Recommended semester: 5.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: Reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary scholarship, active participation in discussions/analyses are required. Points: preparation/presentation of papers: 40 points, seminar work: 60 points (100/0). 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%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required). Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.), excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester	

Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently, active participation in discussions/analyses of literary works during the semester.

Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.

Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.

Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.

Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.

Scale of assessment (preliminary/final): Points: preparation/presentation of papers: 40 points, seminar work: 60 points (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Educational objectives: to become familiar with current spiritual phenomena on the basis of literary material of the last 15 years.

Learning outcomes: the graduate of the course will master the application of interdisciplinary approaches. The student will develop communication and interpretation skills, be able to formulate his/her own critical opinions, and apply the acquired knowledge in practice.

Class syllabus:

Course outcomes of subject (content):

The pursuit of contemporary German, Austrian, and Swiss literature represents the setup of students' intellectual competencies and the ability to connect them to hermeneutically reflective approaches to both the literature of postmodernism and to significant philosophical, aesthetic, and socio-cultural contexts. Key texts are updated at the beginning of the academic year.

Recommended literature:

Compulsory/Recommended readings:

Required literature (selected according to the focus of the report/seminar paper): SCHÖLL, J./BOHLEY, J. (eds.). 2012. Das erste Jahrzehnt. Narrative und Poetiken des 21. Jahrhunderts. Würzburg: Königshausen & Neumann, 2012. 300 p. ISBN-10:3826048024 Recommended reading:

BLIOUMI, A. 2002. Migration und Interkulturalität in neueren literarischen Texten. Munich: iudicium, 2002. ISBN 978-3-89129-667-7

CHIELLINO, G. 2007. Interkulturelle Literatur in Deutschland. Stuttgart: Metzlersche J. B. Verlagsbuchhandlung, 2007. 536 p. ISBN-10:3476021858

MIKULÁŠ, R. 2019. Zum konstruktiven Charakter von Interkulturalität bei Irena Brežná: Ein systemischer Annäherungsversuch. In. 14, č. 2 (2019), 47-60. ISSN (print) 1862-4995

MIKULÁŠOVÁ, A./Mikuláš, R. 2020. Zur metaphorisch-diskursiven Wirklichkeit in Josef Haslingers novel Opernball = On metaphorical-discursive reality in Josef Haslinger s novel Opernball. In World Literature Studies. Vol. 12, č. 2 (2020), 26-39. ISSN (online) 1337-9690

Languages necessary to complete the course:

german

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: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex003/22	Course title: German phraseology
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (lecture), combined form. Student workload: 5 hours of combined teaching; 15 hours of continuous home preparation for class; 30 hours of independent study; 50 hours of preparation for the final assessment (written and oral examination). 100 hours of student work in total. Teaching methods: explanation, work with a specialist text, discussion of the topic, motivational talk on the features, occurrence and function of phrases, search and identification of phrases in texts and their analysis, guided independent study.	
Number of credits: 4	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: Mastery of theoretical content, conceptual instrumentation and proof of concepts with examples of phrases, active cooperation is required. Assessment points: interim assessment in the form of a discussion: 50 points, final written and oral examination: 50 points (50/50). The rating is awarded on a scale: A (100-95%, excellent - outstanding results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required). Excellent: excellent knowledge of the development of phraseological theories on the basis of acquired conceptual instrumentation, ability to link new knowledge with prior morphological, syntactic and lexical knowledge and skills acquired in the past, fluent speech, structured utterances, sovereign handling of conceptual instrumentation, excellent ability to think analytically and to formulate critical evaluative attitudes. Very good: solid knowledge of the development of phraseological theories on the basis of the conceptual instrumentation acquired, ability to link new knowledge with prior morphological,	

<p>syntactic and lexical knowledge and skills acquired in the past, fluent speech with minor deficiencies, very good ability to think analytically and to formulate critical evaluative attitudes.</p> <p>Good: average knowledge of the development of phraseological theories based on acquired conceptual instrumentation, ability to relate new knowledge to prior morphological, syntactic and lexical knowledge and skills acquired in the past, fluent speech with several weaknesses, limited ability to formulate evaluative critical attitudes.</p> <p>Satisfactory: phraseological theories are mastered with several deficiencies, basic mastery and understanding of the issues and ability to recognize phrases in the system and in the text, weak scholarly argumentation and formulation of evaluative critical stances.</p> <p>Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific reasoning and formulation of evaluative critical stances.</p> <p>Inadequate: insufficient knowledge of the development of phraseological theories, insufficient mastery of conceptual instrumentation, insufficient ability to recognize and interpret phrasemes in the system as well as in the text.</p> <p>Scale of assessment (preliminary/final): Assessment points: interim assessment in the form of a discussion: 50 points, final written and oral examination: 50 points (50/50).</p>
<p>Learning outcomes:</p> <p>Learning outcomes</p> <p>/Objectives and learning outcomes:</p> <p>Educational objectives: to highlight the importance of phraseology in the formulation of comprehensible utterances, the subject is intended to contribute to the development of communication skills by pointing out the importance of knowing the stylistic values of phrases in stylistically appropriate communication.</p> <p>Learning outcomes: the graduate of the course will gain knowledge of German phraseology in the broader context of the language system, gain knowledge of the function of phrases in communication and their stylistic value in the text. In addition to theoretical knowledge, the student will also acquire the ability to determine their stylistic and text-forming function in interpretation as well as in text production.</p>
<p>Class syllabus:</p> <p>Course outcomes of subject (content):</p> <p>Introduction. Lexicology and phraseology. Basic unit - phrase. Features of a phrase: anomalousness, constancy, idiomaticity, reproducibility, lexicalization, imagery, polysemy. Phrasemes as a part of vocabulary. Phrasemes in the system. Phrasemes as a heterogeneous system. Stylistic values and stylistic colouring of phrasemes. Expressiveness of phrases.</p> <p>Phrasemes in texts. Phraseological variability. Variants of phrasemes. Okazonal changes of phrases. Modifications and updates. On some subgroups of German phraseology: phraseological pairs, phraseological similes. Winged words. One-word phrasemes. Adverbs and phrasemes. Phrasemes in terms of linguistic comparison. Phrasemes in foreign language teaching and foreign language didactics.</p>
<p>Recommended literature:</p>
<p>Languages necessary to complete the course:</p> <p>german, slovak</p>
<p>Notes:</p>

Past grade distribution						
Total number of evaluated students: 14						
A	ABS	B	C	D	E	FX
14,29	0,0	21,43	7,14	7,14	7,14	42,86
Lecturers:						
Last change: 21.06.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex006/22	Course title: German stylistics
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (lecture), combined form. Student workload: 5 hours of combined teaching; 15 hours of continuous home preparation for class; 30 hours of independent study; 50 hours of preparation for the final assessment (written and oral examination). 100 hours of student work in total. Teaching methods: explanations, work with a specialist text, discussion of the topic under discussion, motivational talk on the stylistic appropriateness of expressive devices from different linguistic planes in different communicative situations, stylistic analysis of texts, guided independent study.	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites: PdF.KNJL/M-NEMex003/22 - German phraseology	
Course requirements: Course completion requirements: mastery of theoretical contents, conceptual instrumentation, active cooperation is required. Score: Interim assessment by discussion: 50 points, final written and oral examination: 50 points (50/50). The rating is awarded on a scale: A (100-95%, excellent - outstanding results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required). Excellent: excellent knowledge of the development of stylistic theories on the basis of acquired conceptual instrumentation, ability to link new knowledge with previous morphological, syntactic, lexical and phraseological knowledge and skills acquired in the past, fluent speech, structured utterances, sovereign handling of conceptual instrumentation, excellent ability to think analytically and to formulate critical evaluative attitudes. Very good: solid knowledge of the development of stylistic theories on the basis of the conceptual instrumentation acquired, ability to link new knowledge with previous morphological, syntactic, lexical and phraseological knowledge and skills acquired in the past, fluent speech with minor deficiencies, very good ability to think analytically and to formulate critical evaluative attitudes.	

Good: average knowledge of the development of stylistic theories based on acquired conceptual instrumentation, ability to link new knowledge with prior morphological, syntactic, lexical and phraseological knowledge and skills acquired in the past, fluent speech with several weaknesses, limited ability to formulate evaluative critical stances.

Satisfactory: stylistic theories are mastered with several deficiencies, basic mastery and understanding of the issues and ability to recognize styles in the system and in the text, weak scholarly argumentation and formulation of evaluative critical stances.

Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific reasoning and formulation of evaluative critical stances.

Insufficient: insufficient knowledge of the development of stylistic theories, insufficient mastery of conceptual instrumentation, insufficient ability to recognize and interpret styles in the system as well as in the text.

Scale of assessment (preliminary/final): Interim assessment by discussion: 50 points, final written and oral examination: 50 points (50/50).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Learning objectives: to highlight the importance of formulating a stylistically appropriate and suitable text in accordance with its function in communication.

Learning outcomes: the graduate of the course will acquire stylistic principles and means of stylistic analysis of text in accordance with their stylistic and text-forming function in various communicative situations with the primary focus on the reception of the text. The student is able to distinguish between different stylistic theories and identify their primary approach to stylistic analysis of text. The learner will be able to identify styles from the different structuralist linguistic planes as well as according to their stylistic value in pragmatically oriented stylistic theories, which are based on the theory of speech acts and the results of theories of communication. Understand and master the linguistic system of rhetorical figures.

Class syllabus:

Course outcomes of subject (content):

The subject and tasks of stylistics. The concept of style. Functional styles: colloquial, administrative, narrative, journalistic, fiction style and others. Comparison of different text typologies. Micro-stylistics and macro-stylistics. Definition and classification of styles.

Phonostylistics, Intonation as a means of stylization. Graphostylistics. Lexical stylisms. Stylistic colouration, synonymy and style. Neologisms, archaisms and historicisms. Territorial couplets and dialectisms. Argotisms, vulgarisms and social jargonisms. Phraseological compounds. Means of figurative expression. Comparison, metaphor, metonymy. Periphrasis, epithet, word toys, allogisms. Repetition, accumulation, amplification, gradation, anaphora, epiphora. Syntactic means of expression, elliptical sentences, prolepsis, parenthesis.

Classification of rhetorical figures.

Recommended literature:

Compulsory/Recommended readings:

Required readings (selected according to the teacher's recommendation):

VAJIČKOVÁ, M. 2015. Theoretische Grundlagen stilistischer Textanalyse. 2. rozšír. 2nd ed.

Nümbrecht: Kirsch-Verlag, 2015. 203 p. ISBN 978-3-943906-18-9

Recommended reading:

EROMS, H., W. 2008. Stil und Stilistik. Berlin: Erich Schmidt Verlag, 2008. 255 p. ISBN 978-3-5030-9823-1

FLEISCHER, W./MICHEL, G./STARKE, G. 1996. Stilistik der deutschen Gegenwartssprache. Frankfurt am Main: 1996. 394 p. ISBN 978-3-4841-0680-8

SANDIG, B. 2006. Textstilistik des Deutschen. Berlin: Walter de Gruyter, 2006. 584 p. ISBN 978-3-1101-8870-7

VAJIČKOVÁ, M. 2009. Stilistische Prinzipien der Textgestaltung von wissenschaftlichen Texten. In: Ausgewählte Aspekte der Fachtexte. Banská Bystrica, 2009, 7-40. ISBN 978-80-8083-834-8

VAJIČKOVÁ, M. 2007. Theoretische Grundlagen stilistischer Textanalyse. Bratislava: Comenius University in Bratislava, 2007. 168 p. ISBN 978-8-0892-2094-6

VAJIČKOVÁ, M. 2019. Textlinguistische Aspekte der Kollokationen. In. Sprachsystem und Sprachgebrauch: Ein Lehrbuch. Nümbrecht: Kirsch-Verlag, 2019, 133-162. ISBN 978-3-943906-45-5

VAJIČKOVÁ, M. 2017. Letter as a textual genre. In. Roč. 27, č. 2 (2017), 59-70. ISSN 1339-2026

VAJIČKOVÁ, M. 2021. Competence in foreign language teaching: the case of German as a foreign language. In: Philology. Vol. 31, no. 1 (2021), 207-217. ISSN (print) 1339-2026

VAJIČKOVÁ, M. 2021. Von der Kollokationenkompetenz zur Textkompetenz. Die Rolle der Kollokationen bei der Kohäsion und Kohärenz eines Textes. In: Philologia. Vol. 31, č. 1 (2021), 179-188. ISSN (print) 1339-2026

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution

Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
20,0	0,0	0,0	0,0	0,0	50,0	30,0

Lecturers:

Last change: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KNJL/M-NEMex031/22			Course title: Grammar and conversation B2			
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined						
Number of credits: 2						
Recommended semester: 1.						
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:						

COURSE DESCRIPTION

Academic year: 2024/2025						
University: Comenius University Bratislava						
Faculty: Faculty of Education						
Course ID: PdF.KNJL/M-NEMex032/22			Course title: Grammar and conversation C1			
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined						
Number of credits: 2						
Recommended semester: 1.						
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:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex014/22	Course title: Language of media
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 17 hours of continuous home preparation for class, self-study; 10 hours of preparation for direct teaching, 18 hours of preparation for seminar work. Total 50 hours of student work. Teaching methods: motivational (motivational demonstration of the specifics of the language of media and advertising), expository (explanation of the characteristics of the language of media), diagnostic and classification, etc.	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: the condition for obtaining the grade is the preparation of a seminar paper (100/0). 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 - 0%, insufficient - extra work required). Excellent: excellent knowledge of the current state of research issues in media language, clear and logical argumentation, correct use of technical terms, well-read style, minimal grammatical, orthographic and stylistic errors. Very good: solid treatment of the topic in relation to the objectives pursued, logical structure of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors. Good: treatment of the topic in relation to the stated objectives, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level.	

Satisfactory: only a rough outline of the problem addressed, imprecise presentation of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors.

Sufficient: sufficient treatment of the topic, minimal or no knowledge of the context of the assignment, large number of orthographic, stylistic errors.

Inadequate: insufficient treatment of the topic of the term paper, minimal or no knowledge of the scientific context, weak or no argumentation, a large number of orthographic, stylistic errors.

Scale of assessment (preliminary/final): the condition for obtaining the grade is the preparation of a seminar paper (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Learning objectives: to gain a basic overview of the specifics of the language of the media. Learning outcomes: the graduate of the course is proficient in the specifics of the language of the media with emphasis on the language of advertising and its linguistic specifics. He/she has an overview of the stylistic means of media language in the macro and micro level of the text with a focus on newspapers and magazines, television, radio, billboards, the Internet. He has a general knowledge of the language of the media and has expertise in several areas related to the media and the language of the media. Applies an overview of the linguistic disciplines and takes them into account in the development of the term paper. Possesses communication and interpersonal skills when discussing media language and is able to think abstractly when developing a term paper. Takes an independent and innovative approach to solving the problems of a seminar paper in the field.

Class syllabus:

Course outcomes of subject (content):

History of advertising. Objects, objectives, actions and strategies of advertising and their influence on the linguistic level of the advertising text. Psycholinguistics and advertising, basics of advertising psychology. Building blocks of advertising (headline, main text, slogan, product name, visual elements) - basic characteristics. Lexical level of advertising, word formation of product and brand names. Phraseologisms in advertising (modification and updating). Word toys and rhetorical figures in advertising. Intertextuality in advertising and in press headlines. Advertising and interculturality - issues of international campaigns.

Advertising and the media (television, radio, billboards, newspapers and magazines, Internet). Linguistic characteristics of new media: chat and sms. Journalistic style (functional stylistics), analysis of journalistic texts. The content of the course contributes to the graduate's profile, as he/she should acquire sufficient knowledge of the procedures of working with text, in our case with media texts.

Recommended literature:

Compulsory/Recommended readings:

Required literature (selected according to the focus of the seminar work):

JANICH, N. 2013. Werbesprache: ein Arbeitsbuch. 6th, durchges. und korrigierte Aufl., Tübingen: Narr, 2013. 324 p. ISBN 978-3-8233-6818-2

Recommended reading:

RUNKEHL, J. 1998. Sprache und Kommunikation im Internet: Überblick und Analysen.

Opladen: Westdt. Verlag, 1998. 240 p. ISBN 3-531-13267-9

SCHLOBINSKI ET ALL. 2005. Entwicklungen im Web 2.0: Ergebnisse des III. Workshops zur Linguistischen Internetforschung. Frankfurt, M.: Lang, 2012, 190 p. ISBN 978-3-631-60530-1

SIEVER, T. et al. 2005. Websprache.net: Sprache und Kommunikation im Internet. Berlin: de Gruyter, 2005. 331 p. ISBN 3-11-018110-X

SCHMITZ, U. 2004. Sprache in modernen Medien: Einführung in Tatsachen und Theorien, Themen und Thesen. Berlin: Erich Schidt, 2004. 217 p. ISBN 3-503-07923-8

Languages necessary to complete the course:

german

Notes:

Past grade distribution

Total number of evaluated students: 8

A	ABS	B	C	D	E	FX
37,5	0,0	12,5	0,0	0,0	12,5	37,5

Lecturers:

Last change: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex015/22	Course title: Language politics - enforcing language learning in the EU
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 17 hours of continuous home preparation for class, self-study; 10 hours of preparation for direct teaching, 18 hours of preparation for seminar work. Total 50 hours of student work. Teaching methods: motivational (motivational demonstration of the impact of language policy on the spread of languages), expository (explanation of the specifics of language policy), diagnostic and classificatory, etc.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: the condition for obtaining the grade is the preparation of a seminar paper (100/0). 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 - 0%, insufficient - extra work required). Excellent: excellent knowledge of the current state of research issues in language policy, correct use of professional terminology in the field, well-read style, minimal grammatical, orthographic, and stylistic errors. Very good: solid treatment of the topic in the field of language policy, logical structure of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors. Good: treatment of the topic in relation to the stated objectives, logical argumentation, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level.	

Satisfactory: superficial knowledge of the context of language policy, imprecise conveyance of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors.

Adequate: sufficient treatment of the topic in the field, minimal or no knowledge of the scientific context, large number of orthographic, stylistic errors.

Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, weak or no argumentation, large number of orthographic, stylistic errors.

Scale of assessment (preliminary/final): the condition for obtaining the grade is the preparation of a seminar paper (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Learning objectives: to gain an overview of the specifics, principles and important issues of language policy.

Learning outcomes: the graduate of the course has knowledge about the principles of language policy, its functioning within the EU and its impact on individual national language policies as well as information about normative and didactic tools conditioning the learning of foreign languages in individual EU countries, especially in Slovakia and German-speaking countries. Apply cognitive skills in implementing language policy solutions and in arguing for proposed solutions. Demonstrates very good communication skills in language policy debates, and is able to think analytically and critically when considering aspects of language policy.

Takes an independent and innovative approach to solving the problems of the seminar paper

Class syllabus:

Course outcomes of subject (content):

Terminology and historical overview of language policy in the EU. Internal and external language policy of the Member States. Language policy in German-speaking countries, the status of the German language in the EU. Promotion of linguistic diversity in the EU, minority and immigrant languages. Common European Framework of Reference for Languages.

European Language Portfolio. Lifelong learning and foreign language learning. Issues of foreign language choice. The content of the course contributes to the graduate's profile by being able to take into account the specific aspects of interculturality and the coexistence of several languages at transnational level.

Recommended literature:

Compulsory/Recommended readings:

Required literature (selected according to the focus of the seminar work):

AMMON, U. 2007. Sprachliche Folgen der EU-Erweiterung. Tübingen: Niemeyer, 2007. 296 p. ISBN 978-3-484-60490-2

Recommended reading:

BERSCHIN, B. H. 2006. Sprach- und Sprachenpolitik: eine sprachgeschichtliche Fallstudie (1789-1940) am Beispiel des Grenzlandes Lothringen (Moselle). Frankfurt am Main: Lang, 2006. 264 p. ISBN 978-3-631-54376-4

BLANKE ET ALL. 2009. Sprachenpolitik und Sprachkultur. 2., durchges. Aufl., Frankfurt am Main: Lang, 2009. 280 p. ISBN 978-3-631-58579-5

EHLICH et all. 2002. Sprachen und Sprachenpolitik in Europa. Tübingen: Stauffenburg Verl., 2002. 232 p. ISBN 3-86057-894-4

Languages necessary to complete the course:

german

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: 21.06.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex016/22	Course title: Lesson planning
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 10 hours of preparation for internship, 15 hours of internship; 20 hours of seminar work. Total 50 hours of student work. Teaching methods: Explanation, work with professional text, heuristic method, brainstorming, problem solving, application of theoretical knowledge to practice, discussion of the topic, guided self-study.	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: active participation in seminars and preparation of a seminar paper, preparation of an internship and its reflection in written form is required. Points: active participation in seminars: 10 points, seminar paper: 40 points, internship + reflection: 50 (100/0). 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 - 0%, insufficient - extra work required). Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes. Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes. Good: average knowledge and ability to link it to skills based on mastery of concepts, good ability to think analytically and formulate evaluative critical stances, fluent speech with several weaknesses.	

<p>Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills, incoherent speech with errors.</p> <p>Adequate: content is mastered with several weaknesses, lacks sufficient mastery and understanding of the issues and interpretive procedures, lacks scholarly argumentation and the formulation of evaluative critical stances.</p> <p>Insufficient: insufficient knowledge, lack of conceptual mastery and lack of understanding of the issues and interpretative</p> <p>Scale of assessment (preliminary/final): Points: active participation in seminars: 10 points, seminar paper: 40 points, internship + reflection: 50 (100/0).</p>
<p>Learning outcomes:</p> <p>Learning outcomes</p> <p>/Objectives and learning outcomes:</p> <p>Learning objectives: to acquire theoretical knowledge, methodological and didactic principles and criteria of lesson planning and lesson design.</p> <p>Learning outcomes: the graduate of the course can apply the acquired knowledge and skills in the educational conditions of the school. The student will be able to design thematically focused lessons in order to incorporate all linguistic competences into the lesson using innovative methods and new technologies. Acquire the skills required to deal with unpredictable situations during lessons, be responsible and independent, able to present their own attitudes and opinions adequately and professionally, and reflect critically on them.</p>
<p>Class syllabus:</p> <p>Course outcomes of subject (content):</p> <ol style="list-style-type: none"> 1. Study and comparison of literature on planning, course, analysis and evaluation of the lesson. 2. Interactive approach, experiential learning and open forms of teaching in conveying the curriculum with an emphasis on the holistic development of the learner. 3. Comparison of traditional methods and innovative practices, design of a model teaching unit, its application in practice and evaluation of its effectiveness. 4. Based on the study of the literature, creating a proposal for a teaching unit (seminar paper) and elaboration of the practical experience in the reflection from the hospitality placement. Emphasis is placed on innovative teaching methods and aids.
<p>Recommended literature:</p> <p>Compulsory/Recommended readings:</p> <p>Required reading:</p> <p>KOLEČÁNI LENČOVÁ, I./DOVIČÁK, M. 2021. From text to project. Bratislava: PedF UK. 2021. 70 p. ISBN 978-80-223-5278-9</p> <p>KOLEČÁNI LENČOVÁ, I. 2021. Language seminar. The construction of a lesson. Internship methodology. Bratislava: PedF UK, 2021. 33 p. 1,5 AH. ISBN 978-80-223-5263-5</p> <p>Recommended reading:</p> <p>BIMMEL, P./KAST B./NEUNER, G. 2011. Deutschunterricht planen. München: Langenscheidt Verlag, 2011. 208 p. ISBN 978-3-468-49638-7</p> <p>KIEL, E./ZIERER, K. 2011. Unterrichtsgestaltung als Gegenstand der Wissenschaft, Band 3. Hohengehren: Schneiderverlag, 2011. 303 p. ISBN 978-3-8340-0892-3</p> <p>KIEL, E./ZIERER, K. 2011. Unterrichtsgestaltung als Gegenstand der Praxis. Band 2. Hohengehren: Schneiderverlag, 2011. 253 p. ISBN 978-3-8340-0893-0</p> <p>KÜPPERS, A./SCHMIDT, T./MAIK, W. 2011. Inszenierungen im Fremdsprachenunterricht. Grundlagen, Formen, Perspektiven. Braunschweig: Klinkhardt. 231 p. ISBN 978-3-7815-1788-2</p> <p>NEUNER, Gerhard/HUNFELD, Hans. 2011. Methoden des fremdsprachlichen Deutschunterrichts. München: Langenscheidt Verlag, 2011. 184 p. ISBN 312-606-513-9</p>

Languages necessary to complete the course: german, slovak						
Notes:						
Past grade distribution Total number of evaluated students: 7						
A	ABS	B	C	D	E	FX
28,57	0,0	57,14	0,0	0,0	0,0	14,29
Lecturers:						
Last change: 21.06.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex018/22	Course title: Linguistic seminar
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 17 hours of continuous home preparation for class, self-study; 10 hours of preparation for direct teaching, 18 hours of preparation for seminar work. Total 50 hours of student work. Teaching methods: expository (description of the basics of corpus linguistics and linguistic corpora in the German language), fixation (practicing skills in working with corpora using search mechanisms), diagnostic and classification, etc.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: the condition for obtaining the grade is the preparation of a seminar paper (100/0). 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 - 0%, insufficient - extra work required). Excellent: excellent knowledge of the current state of research issues in the field of mastering the work with corpora of the German language, clear and linguistically based corpus analysis procedure, correct use of technical terms, well-read style, grammatical, orthographic and stylistic errors minimal, consideration of a large amount of literature. Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of working with corpora, workflow and analysis are focused on solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature. Good: treatment of the topic in relation to the stated objectives, the workflow and analysis are focused on solving the problem but are not always correct, mostly correct use of technical terms,	

grammatically, orthographically, stylistically at a good level, taking into account a reasonable amount of literature.

Satisfactory: only a rough outline of the problem to be solved, superficial knowledge of the scientific context and working with corpora, largely correct use of technical terms, several grammatical, orthographic, stylistic errors.

Sufficient: sufficient treatment of the topic and knowledge of working with corpora, minimal or no knowledge of the scientific context, large number of orthographic, stylistic errors.

Inadequate: insufficient treatment of the topic in the field of corpus linguistics, minimal or no knowledge of the scientific context, weak or no argumentation, a large number of orthographic, stylistic errors.

Scale of assessment (preliminary/final): the condition for obtaining the grade is the preparation of a seminar paper (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Learning objectives: to get acquainted with the latest digital resources for linguistic research, to learn how to work with linguistic databases and corpora.

Learning outcomes: the graduate of the course will master statistical and formal methods of corpus linguistics and will learn to use linguistic corpora for the analysis of linguistic phenomena using methods of corpus linguistics. He/she can apply knowledge of corpus linguistics methodology, especially orientation in search strings and statistical methods.

Independently and innovatively approaches the solution of the assignment of the seminar work in the given field, works creatively when researching linguistic material and evaluates the given material on the basis of orientation in statistical methods. Possesses mathematical skills in statistical processing of the research sample, digital skills in working with corpora and analytical skills.

Class syllabus:

Course outcomes of subject (content):

Introduction to corpus linguistics - terminology and terminology. Methods of corpus linguistics. Electronic resources for linguistic analysis. DeReKo - reference corpus of the German language - possibilities of use. COSMAS - browser functionalities and applications. DWDS - Berlin corpus of the German language - possibilities of use. DDC - browser functionalities and applications. SNK - Slovak National Corpus - possibilities of use. BONITO - browser functionalities and applications. Exploring linguistic phenomena using corpus linguistics methods. Exploring collocation profiles using corpus linguistics methods. Creation of collocation profiles of words in German in comparison with Slovak. In terms of content, this course contributes to the graduate's profile, as the graduate is familiar with the principles of the application of digital technologies in education and has mastered the methods of working with and analysing text in the field of linguistics.

Recommended literature:

Compulsory/Recommended readings:

Required literature (selected according to the focus of the paper/seminar paper): LEMNITZER, L./ZINSMEISTER, H. 2006. Korpuslinguistik. Tübingen: Gunter Narr Verlag, 2006. 213 p. ISBN 3-8233-6210-0

Recommended reading:

HEYER, G./QUASTHOFF, U./WITTIG, Th. 2006. Text Mining: Wissensrohstoff Text: Konzepte, Algorithmen, Ergebnisse. Bochum: W3L, 2006. 348 p. ISBN 3-937137-30-0

PERKUHN, R. /KEIBEL, H. /KUPIETZ, M. 2012. Korpuslinguistik. Paderborn: Wilhelm Fink, 2012. 144 p. ISBN 978-3-8252-3433-1

Languages necessary to complete the course: german						
Notes:						
Past grade distribution Total number of evaluated students: 1						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	100,0
Lecturers:						
Last change: 21.06.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex001/22	Course title: Means of communication in didactics of German language
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (lecture), combined form. Student's workload: 5 hours of combined teaching; 25 hours of continuous home preparation for class, self-study; 45 hours of preparation of seminar paper and co-authored paper. Total 75 hours of student work. Teaching methods: explanation, work with professional text, heuristic method, brainstorming, problem solving, application of theoretical knowledge to practice, discussion of the topic, authentic presentation and critical reflection of papers, guided self-study.	
Number of credits: 3	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: during the semester, the student prepares and presents a report, prepares a seminar paper. Active participation in the seminar is required in solving problem problems, as well as independent and creative work. Points: paper: 25 points, active participation in seminars: 25 points, seminar paper: 50 points (100/0). The rating is awarded on a scale: A (100-95%, excellent - outstanding results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required). Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes. Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.	

Good: average knowledge and ability to link it to skills based on mastery of concepts, good ability to think analytically and formulate evaluative critical stances, fluent speech with several weaknesses. Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills, incoherent speech with errors.

Adequate: content is mastered with several weaknesses, lacks sufficient mastery and understanding of the issues and interpretive procedures, lacks scholarly argumentation and the formulation of evaluative critical stances.

Insufficient: insufficient knowledge, lack of conceptual mastery and lack of understanding of the issues and interpretive procedures.

Scale of assessment (preliminary/final): Points: paper: 25 points, active participation in seminars: 25 points, seminar paper: 50 points (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Objectives of education: to acquire professional knowledge and orientation in the field of basic linguistic planes - phonetic, lexical, morphosyntactic and orthographic in the teaching of German as a foreign language.

Learning outcomes: the graduate of the course is able to integrate the acquired knowledge into logical contexts and connect it with previous knowledge. He/she masters the didactic principles and techniques of mediation, practice, consolidation and testing in the field of linguistic resources in the full-time and distance form of teaching. The student is able to formulate recommendations, design his/her own methodological procedures and critically evaluate them. Is able to provide innovative and creative solutions, is open to new knowledge and experience.

Class syllabus:

Course outcomes of subject (content):

1. The role of linguistic resources (lexis, grammar, pronunciation, spelling) in foreign language teaching depending on the specific teaching objectives.
2. Methods of their mediation and practice.
3. Task typology and testing options in face-to-face and online environments.
4. Linguistic resources in the context of the lesson in relation to its phases and objectives.
5. Application suggestions to German language teaching.

Recommended literature:

Compulsory/Recommended readings:

Required readings (selected according to the teacher's recommendation and the focus of the paper/seminar paper):

KOLEČANI LENČOVÁ et al. 2012. Grammatik-Karussell: German language practice book. Bratislava: Príroda, 2012. 104 p. ISBN 978-80-07-01932-4

STORCH, G. 1999. Deutsch als Fremdsprache - Eine Didaktik. Paderborn: Fink, 1999. 367 p. ISBN 978-3-8385-8184-2, Chapter 3 (Die sprachlichen Mittel)

Recommended reading:

BOHN, R. 2000. Probleme der Wortschatzarbeit. Berlin: Langenscheidt, 2000. 189 p. ISBN 3-468-49652-4

FUNK, H./KOENIG, M. 1994. Grammatik lehren und lernen. Tübingen. 2010. 237 p. ISBN 3-7639-1842-6

KOLEČANI LENČOVÁ, I. 2020. Linguistic landscape and reading comprehension in foreign languages teaching. In. Roč. 10, č. 1 (2020), 160-164. ISSN (print) 1804-7890 NEUSTADT, E. 2013. DaF unterrichten. Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache. Stuttgart: Klett Verlag, 2013. 185 p. ISBN 978-3-12-675309-8

SELIMI, N. 2010. Wortschatzarbeit konkret: Eine didaktische Ideenbörse für alle Schulstufen.
Baltmannsweiler, 2010. 190 p. ISBN 978-3-8340-0663-9

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution

Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
44,44	0,0	22,22	22,22	0,0	0,0	11,11

Lecturers:

Last change: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex012/22	Course title: Postcommunicative didactics of the German language
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (lecture), combined form. Student's workload: 5 hours of combined teaching; 10 hours of continuous home preparation for class, self-study; 25 hours of preparation of a seminar paper and a co-authored paper; 35 hours of preparation for the final assessment (oral examination). Total 75 hours of student work. Teaching methods: explanation, work with professional text, brainstorming, discussion on the topic, authentic presentation and critical reflection of papers, problem solving, application of theoretical knowledge to practice, guided self-study.	
Number of credits: 3	
Recommended semester: 5.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: Preparation and presentation of a co-authored paper, interaction in lectures, preparation of a seminar paper and passing an oral examination are required. Assessment points: continuous assessment by discussion and presentation of a co-paper: 25 points, seminar paper: 25 points, oral examination: 50 points (50/50). The rating is awarded on a scale: A (100-95%, excellent - outstanding results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required). Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes. Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.	

Good: average knowledge and ability to link it to skills based on mastery of concepts, good ability to think analytically and formulate evaluative critical stances, fluent speech with several weaknesses. Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills, incoherent speech with errors.

Adequate: content is mastered with several weaknesses, lacks sufficient mastery and understanding of the issues and interpretive procedures, lacks scholarly argumentation and the formulation of evaluative critical stances.

Insufficient: insufficient knowledge, lack of conceptual mastery and lack of understanding of the issues and interpretive procedures.

Scale of assessment (preliminary/final): Assessment points: continuous assessment by discussion and presentation of a co-paper: 25 points, seminar paper: 25 points, oral examination: 50 points (50/50).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Aims of education: to gain knowledge of the latest theoretical foundations of post- communicative didactics of foreign languages in connection with the development of relevant reference disciplines and interdisciplines that have an impact on the construction and innovation of didactics of foreign languages.

Learning outcomes: the graduate of the course will gain a more comprehensive view of the construction and innovation of foreign language didactics, forming a subjective theory of language learning and teaching. He/she will be able to correlate the acquired professional knowledge, to design and implement innovative and original methodological procedures and to evaluate them. Develops multimedia literacy and the skills to adequately apply online tools in the classroom. Is independent, creative and responsible in dealing with unpredictable learning situations with a high degree of teaching ethics and empathy.

Class syllabus:

Course outcomes of subject (content):

1. Issues of testing and examination: issues of language standard, control and evaluation, types of examination and testing, objectives, criteria and typology of test tasks; models of testing the level of language proficiency, receptive and productive communicative skills.
2. Landscape knowledge and competences as an integral part of communicative competence. Didactic concepts, sociocultural knowledge and intercultural competence as part of foreign language teaching.
3. The position of literary texts in contemporary German language teaching and didactic implications: literary texts as a means of developing intercultural competence and social empathy.
4. Characteristics of the online environment; existing platforms and tools, their functionalities; digital learning resources and tools, interactivity.
5. Criteria for the analysis of textbooks and teaching materials, analysis of German language textbooks, evaluation and comparison of the quality and quantity of language material.
6. Autonomous learning and teaching: new approaches in foreign language teaching, paradigm shift, open classrooms, the role of teacher and learner.

Recommended literature:

Compulsory/Recommended readings:

Required readings (selected according to the teacher's recommendation and the focus of the paper/seminar paper):

KOLEČANI LENČOVÁ, I. 2008. Literary artefact in foreign language teaching. Banská Bystrica : Matej Bel University, Faculty of Humanities, 2008. 198 s. ISBN 978-80 8083-572-9

KOLEČANI LENČOVÁ, I./KOVÁČOVÁ, M./TOMÁŠKOVÁ, S. 2018. Neue Wege im DaF-Unterricht : Bildende Kunst - Spielfilm - digitale Medien. Nümbrecht: Kirsch-Verlag, 2018. 177 p. 13 AH. ISBN 978-3-943906-46-2

KOLEČANI LENČOVÁ, I./NADLER, R. 2015. 39 Tests zum Leseverstehen für die Niveaus A2 - C1 mit Lösungen. Milano: Mimesis, 2015. 84 p. ISBN 978-88-5753-350-6

Recommended reading:

BISCHOF et al. 2011. Landeskunde und Literaturdidaktik. Berlin: Langenscheidt, 2011. 183 p. ISBN 978-3-468-49677-6

BOLTON, S. et al. 2003. Testen und Prüfen in der Grundstufe: Einstufungstests und Sprachstandsprüfungen. Berlin: Langenscheidt, 2003. 200 p. ISBN 3-468-49673-7 HALLET, W./KÖNIGS, FRANK G. 2010. Handbuch Fremdsprachendidaktik. Kallmeyer: Klett, 2010. 399 p. ISBN 978-3-7800-1053-7. Kap. IV (pp. 120-150, Literatur- und Kulturdidaktik)

KOLEČANI LENČOVÁ, I./DAŇOVÁ, M. 2010. Holistic pedagogy in foreign language teaching: with practical examples from German language teaching. Banská Bystrica: Matej Bel University, Faculty of Humanities, 2010. 124 p. ISBN 978-80-557-0054-0

KOLEČANI LENČOVÁ, I. 2006. Selected aspects of image use in foreign language teaching. Banská Bystrica: Matej Bel University, 2006. 143 s. ISBN 80-8083-308-7

KÜHN, P. 2010. Sprache untersuchen und erforschen. Berlin: Cornelsen Verlag, 2010. 175 p. ISBN 978-3-589-05151-9

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
60,0	0,0	0,0	40,0	0,0	0,0	0,0

Lecturers: doc. PhDr. Ivica Kolečani Lenčová, PhD.

Last change: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex012/22	Course title: Postcommunicative didactics of the German language
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (lecture), combined form. Student's workload: 5 hours of combined teaching; 10 hours of continuous home preparation for class, self-study; 25 hours of preparation of a seminar paper and a co-authored paper; 35 hours of preparation for the final assessment (oral examination). Total 75 hours of student work. Teaching methods: explanation, work with professional text, brainstorming, discussion on the topic, authentic presentation and critical reflection of papers, problem solving, application of theoretical knowledge to practice, guided self-study.	
Number of credits: 3	
Recommended semester: 4., 6.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: Preparation and presentation of a co-authored paper, interaction in lectures, preparation of a seminar paper and passing an oral examination are required. Assessment points: continuous assessment by discussion and presentation of a co-paper: 25 points, seminar paper: 25 points, oral examination: 50 points (50/50). The rating is awarded on a scale: A (100-95%, excellent - outstanding results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required). Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes. Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.	

Good: average knowledge and ability to link it to skills based on mastery of concepts, good ability to think analytically and formulate evaluative critical stances, fluent speech with several weaknesses. Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills, incoherent speech with errors.

Adequate: content is mastered with several weaknesses, lacks sufficient mastery and understanding of the issues and interpretive procedures, lacks scholarly argumentation and the formulation of evaluative critical stances.

Insufficient: insufficient knowledge, lack of conceptual mastery and lack of understanding of the issues and interpretive procedures.

Scale of assessment (preliminary/final): Assessment points: continuous assessment by discussion and presentation of a co-paper: 25 points, seminar paper: 25 points, oral examination: 50 points (50/50).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Aims of education: to gain knowledge of the latest theoretical foundations of post- communicative didactics of foreign languages in connection with the development of relevant reference disciplines and interdisciplines that have an impact on the construction and innovation of didactics of foreign languages.

Learning outcomes: the graduate of the course will gain a more comprehensive view of the construction and innovation of foreign language didactics, forming a subjective theory of language learning and teaching. He/she will be able to correlate the acquired professional knowledge, to design and implement innovative and original methodological procedures and to evaluate them. Develops multimedia literacy and the skills to adequately apply online tools in the classroom. Is independent, creative and responsible in dealing with unpredictable learning situations with a high degree of teaching ethics and empathy.

Class syllabus:

Course outcomes of subject (content):

1. Issues of testing and examination: issues of language standard, control and evaluation, types of examination and testing, objectives, criteria and typology of test tasks; models of testing the level of language proficiency, receptive and productive communicative skills.
2. Landscape knowledge and competences as an integral part of communicative competence. Didactic concepts, sociocultural knowledge and intercultural competence as part of foreign language teaching.
3. The position of literary texts in contemporary German language teaching and didactic implications: literary texts as a means of developing intercultural competence and social empathy.
4. Characteristics of the online environment; existing platforms and tools, their functionalities; digital learning resources and tools, interactivity.
5. Criteria for the analysis of textbooks and teaching materials, analysis of German language textbooks, evaluation and comparison of the quality and quantity of language material.
6. Autonomous learning and teaching: new approaches in foreign language teaching, paradigm shift, open classrooms, the role of teacher and learner.

Recommended literature:

Compulsory/Recommended readings:

Required readings (selected according to the teacher's recommendation and the focus of the paper/seminar paper):

KOLEČANI LENČOVÁ, I. 2008. Literary artefact in foreign language teaching. Banská Bystrica : Matej Bel University, Faculty of Humanities, 2008. 198 s. ISBN 978-80 8083-572-9

KOLEČANI LENČOVÁ, I./KOVÁČOVÁ, M./TOMÁŠKOVÁ, S. 2018. Neue Wege im DaF-Unterricht : Bildende Kunst - Spielfilm - digitale Medien. Nümbrecht: Kirsch-Verlag, 2018. 177 p. 13 AH. ISBN 978-3-943906-46-2

KOLEČANI LENČOVÁ, I./NADLER, R. 2015. 39 Tests zum Leseverstehen für die Niveaus A2 - C1 mit Lösungen. Milano: Mimesis, 2015. 84 p. ISBN 978-88-5753-350-6

Recommended reading:

BISCHOF et al. 2011. Landeskunde und Literaturdidaktik. Berlin: Langenscheidt, 2011. 183 p. ISBN 978-3-468-49677-6

BOLTON, S. et al. 2003. Testen und Prüfen in der Grundstufe: Einstufungstests und Sprachstandsprüfungen. Berlin: Langenscheidt, 2003. 200 p. ISBN 3-468-49673-7

HALLET, W./KÖNIGS, FRANK G. 2010. Handbuch Fremdsprachendidaktik. Kallmeyer: Klett, 2010. 399 p. ISBN 978-3-7800-1053-7. Kap. IV (pp. 120-150, Literatur- und Kulturdidaktik)

KOLEČANI LENČOVÁ, I./DAŇOVÁ, M. 2010. Holistic pedagogy in foreign language teaching: with practical examples from German language teaching. Banská Bystrica: Matej Bel University, Faculty of Humanities, 2010. 124 p. ISBN 978-80-557-0054-0

KOLEČANI LENČOVÁ, I. 2006. Selected aspects of image use in foreign language teaching. Banská Bystrica: Matej Bel University, 2006. 143 s. ISBN 80-8083-308-7

KÜHN, P. 2010. Sprache untersuchen und erforschen. Berlin: Cornelsen Verlag, 2010. 175 p. ISBN 978-3-589-05151-9

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
60,0	0,0	0,0	40,0	0,0	0,0	0,0

Lecturers:

Last change: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex007/22	Course title: Practical stylistics of the German language
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student's workload: 5 hours of combined teaching; 20 hours of continuous home preparation for class, self-study; 10 hours to prepare a report, 15 hours to process comments and prepare a seminar paper. 50 hours of student work in total. Teaching methods: explanations, work with a professional text, discussion of the topic under discussion, motivational talk on the stylistic appropriateness of expressive devices from different linguistic planes in different communicative situations, stylistic analysis of texts, presentation of a report, critical comments on the reports of classmates - critical discussion of the expressive devices used.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: active participation in the seminar is required, continuous evaluation based on active cooperation in seminars, on the basis of the presented paper and submitted seminar work, mastery of conceptual instrumentation is required, active cooperation. Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0). The rating is awarded on a scale: A (100-95%, excellent - outstanding results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required). Excellent: excellent ability to link new knowledge with prior morphological, syntactic, lexical and phraseological knowledge and skills acquired in the past, fluent speech, structured utterances, sovereign use of conceptual instrumentation, excellent ability to think analytically and formulate critical evaluative attitudes. Very good: solid knowledge of the development of stylistic theories and the ability to link new knowledge with prior morphological, syntactic, lexical and phraseological knowledge and skills,	

fluent speech with minor deficiencies, very good ability to think analytically and to formulate critical evaluative attitudes.

Good: average knowledge of the development of stylistic theories based on acquired conceptual instrumentation, ability to link new knowledge with prior morphological, syntactic, lexical and phraseological knowledge and skills acquired in the past, fluent speech with several weaknesses, limited ability to formulate evaluative critical stances.

Satisfactory: stylistic theories are mastered with several deficiencies, basic mastery and understanding of the issues and ability to recognize styles in the system and in the text, weak scholarly argumentation and formulation of evaluative critical stances.

Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific reasoning and formulation of evaluative critical stances.

Insufficient: insufficient knowledge of the development of stylistic theories, insufficient mastery of conceptual instrumentation, insufficient ability to recognize and interpret styles in the system as well as in the text.

Scale of assessment (preliminary/final): Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Educational objectives: to point out the importance of correct and appropriate stylisation of a text in accordance with its function, purpose, the environment in which the text is produced and the intended addressee.

Learning outcomes: the graduate of the course will master stylistic principles and stylistic means of text production in practical terms. On the basis of work with selected texts, the student will acquire the ability to assess the stylistic value of expressive devices from individual linguistic planes, as well as the ability to use stylistically appropriate expressive devices in the production of selected text types and genres.

Class syllabus:

Course outcomes of subject (content):

The subject and tasks of stylistics. Micro- and macro stylistics. Style (functional style and types of style, individual style). Stylistic colouring and its categories. Text and text typology. Phonetic and graphemic stylistic devices. Lexical stylistic devices. Thematic groups and thematic series. Synonymy. Stylistic differentiation of vocabulary, lexical neologisms, archaisms and historicisms. Territorial doublets and dialectisms. Argotisms, vulgarisms and social jargonisms, foreign words. Stylistic classification of phraseological phrases. Expressive possibilities of phraseologisms, occasional phraseological compounds. Means of figurative expression. Simile and its types, metaphor, metonymy, periphrasis, epithet and their types.

Word games. Functional styles. Branch stylistics. Rhetorical figures.

Recommended literature:

Compulsory/Recommended readings:

Required literature (selected according to the focus of the paper/seminar paper):

FIX, U./POETHE, H./YOS, G. 2003. Textlinguistik und Stilistik für Einsteiger. Ein Lehr- und Arbeitsbuch. Frankfurt am Main: Peter Lang, 2003. 236 p. ISBN 978-3-6315-1829-8

Recommended reading:

EROMS, H., W. 2008. Stil und Stilistik. Berlin: Erich Schmidt Verlag, 2008. 255 p. ISBN 978-3-5030-9823-1

FLEISCHER, W./MICHEL, G./STARKE, G. 1996. Stilistik der deutschen Gegenwartssprache. Frankfurt am Main: 1996. 394 p. ISBN 978-3-4841-0680-8

RIESEL, E./SCHENDELS, E. 1975. Deutsche Stilistik. Moskau: Verlag Hochschule Moskau, 1975. 315 p. ISBN 978-3-7815-1368-8

SANDIG, B. 2006. Textstilistik des Deutschen. Berlin: Walter de Gruyter, 2006. 584 p. ISBN 978-3-1101-8870-7

VAJIČKOVÁ, M. 2009. Stilistische Prinzipien der Textgestaltung von wissenschaftlichen Texten. In: Ausgewählte Aspekte der Fachtexte. Banská Bystrica, 2009. 7- 40. ISBN 978-80-8083-834-8

VAJIČKOVÁ, M. 2007. Theoretische Grundlagen stilistischer Textanalyse. Bratislava: Comenius University in Bratislava, 2007. 168 p. ISBN 978-8-0892-2094-6

VAJIČKOVÁ, M. 2015. Theoretische Grundlagen stilistischer Textanalyse. 2. rozšír. 2nd ed. Nümbrecht: Kirsch-Verlag, 2015. 203 p. ISBN 978-3-943906-18-9

VAJIČKOVÁ, M. 2019. Textlinguistische Aspekte der Kollokationen. In: Sprachsystem und Sprachgebrauch: Ein Lehrbuch. Nümbrecht: Kirsch-Verlag, 2019. 133-162. ISBN 978-3-943906-45-5

VAJIČKOVÁ, M. 2017. Letter as a textual genre. In. Roč. 27, č. 2 (2017), 59-70. ISSN 1339-2026

VAJIČKOVÁ, M. 2021. Competence in foreign language teaching: the case of German as a foreign language. In: Philology. Vol. 31, no. 1 (2021), 207-17. ISSN (print) 1339-2026

VAJIČKOVÁ, M. 2021. Von der Kollokationenkompetenz zur Textkompetenz. Die Rolle der Kollokationen bei der Kohäsion und Kohärenz eines Textes. In: Philologia. Vol. 31, č. 1 (2021), 179-188. ISSN (print) 1339-2026

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
20,0	0,0	40,0	0,0	0,0	0,0	40,0

Lecturers:

Last change: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex007/22	Course title: Practical stylistics of the German language
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student's workload: 5 hours of combined teaching; 20 hours of continuous home preparation for class, self-study; 10 hours to prepare a report, 15 hours to process comments and prepare a seminar paper. 50 hours of student work in total. Teaching methods: explanations, work with a professional text, discussion of the topic under discussion, motivational talk on the stylistic appropriateness of expressive devices from different linguistic planes in different communicative situations, stylistic analysis of texts, presentation of a report, critical comments on the reports of classmates - critical discussion of the expressive devices used.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: active participation in the seminar is required, continuous evaluation based on active cooperation in seminars, on the basis of the presented paper and submitted seminar work, mastery of conceptual instrumentation is required, active cooperation. Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0). The rating is awarded on a scale: A (100-95%, excellent - outstanding results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required). Excellent: excellent ability to link new knowledge with prior morphological, syntactic, lexical and phraseological knowledge and skills acquired in the past, fluent speech, structured utterances, sovereign use of conceptual instrumentation, excellent ability to think analytically and formulate critical evaluative attitudes. Very good: solid knowledge of the development of stylistic theories and the ability to link new knowledge with prior morphological, syntactic, lexical and phraseological knowledge and skills,	

fluent speech with minor deficiencies, very good ability to think analytically and to formulate critical evaluative attitudes.

Good: average knowledge of the development of stylistic theories based on acquired conceptual instrumentation, ability to link new knowledge with prior morphological, syntactic, lexical and phraseological knowledge and skills acquired in the past, fluent speech with several weaknesses, limited ability to formulate evaluative critical stances.

Satisfactory: stylistic theories are mastered with several deficiencies, basic mastery and understanding of the issues and ability to recognize styles in the system and in the text, weak scholarly argumentation and formulation of evaluative critical stances.

Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific reasoning and formulation of evaluative critical stances.

Insufficient: insufficient knowledge of the development of stylistic theories, insufficient mastery of conceptual instrumentation, insufficient ability to recognize and interpret styles in the system as well as in the text.

Scale of assessment (preliminary/final): Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Educational objectives: to point out the importance of correct and appropriate stylisation of a text in accordance with its function, purpose, the environment in which the text is produced and the intended addressee.

Learning outcomes: the graduate of the course will master stylistic principles and stylistic means of text production in practical terms. On the basis of work with selected texts, the student will acquire the ability to assess the stylistic value of expressive devices from individual linguistic planes, as well as the ability to use stylistically appropriate expressive devices in the production of selected text types and genres.

Class syllabus:

Course outcomes of subject (content):

The subject and tasks of stylistics. Micro- and macro stylistics. Style (functional style and types of style, individual style). Stylistic colouring and its categories. Text and text typology. Phonetic and graphemic stylistic devices. Lexical stylistic devices. Thematic groups and thematic series. Synonymy. Stylistic differentiation of vocabulary, lexical neologisms, archaisms and historicisms. Territorial doublets and dialectisms. Argotisms, vulgarisms and social jargonisms, foreign words. Stylistic classification of phraseological phrases. Expressive possibilities of phraseologisms, occasional phraseological compounds. Means of figurative expression. Simile and its types, metaphor, metonymy, periphrasis, epithet and their types.

Word games. Functional styles. Branch stylistics. Rhetorical figures.

Recommended literature:

Compulsory/Recommended readings:

Required literature (selected according to the focus of the paper/seminar paper):

FIX, U./POETHE, H./YOS, G. 2003. Textlinguistik und Stilistik für Einsteiger. Ein Lehr- und Arbeitsbuch. Frankfurt am Main: Peter Lang, 2003. 236 p. ISBN 978-3-6315-1829-8

Recommended reading:

EROMS, H., W. 2008. Stil und Stilistik. Berlin: Erich Schmidt Verlag, 2008. 255 p. ISBN 978-3-5030-9823-1

- FLEISCHER, W./MICHEL, G./STARKE, G. 1996. Stilistik der deutschen Gegenwartssprache. Frankfurt am Main: 1996. 394 p. ISBN 978-3-4841-0680-8
- RIESEL, E./SCHENDELS, E. 1975. Deutsche Stilistik. Moskau: Verlag Hochschule Moskau, 1975. 315 p. ISBN 978-3-7815-1368-8
- SANDIG, B. 2006. Textstilistik des Deutschen. Berlin: Walter de Gruyter, 2006. 584 p. ISBN 978-3-1101-8870-7
- VAJIČKOVÁ, M. 2009. Stilistische Prinzipien der Textgestaltung von wissenschaftlichen Texten. In: Ausgewählte Aspekte der Fachtexte. Banská Bystrica, 2009. 7- 40. ISBN 978-80-8083-834-8
- VAJIČKOVÁ, M. 2007. Theoretische Grundlagen stilistischer Textanalyse. Bratislava: Comenius University in Bratislava, 2007. 168 p. ISBN 978-8-0892-2094-6
- VAJIČKOVÁ, M. 2015. Theoretische Grundlagen stilistischer Textanalyse. 2. rozšír. 2nd ed. Nümbrecht: Kirsch-Verlag, 2015. 203 p. ISBN 978-3-943906-18-9
- VAJIČKOVÁ, M. 2019. Textlinguistische Aspekte der Kollokationen. In: Sprachsystem und Sprachgebrauch: Ein Lehrbuch. Nümbrecht: Kirsch-Verlag, 2019. 133-162. ISBN 978-3-943906-45-5
- VAJIČKOVÁ, M. 2017. Letter as a textual genre. In. Roč. 27, č. 2 (2017), 59-70. ISSN 1339-2026
- VAJIČKOVÁ, M. 2021. Competence in foreign language teaching: the case of German as a foreign language. In: Philology. Vol. 31, no. 1 (2021), 207-17. ISSN (print) 1339-2026
- VAJIČKOVÁ, M. 2021. Von der Kollokationenkompetenz zur Textkompetenz. Die Rolle der Kollokationen bei der Kohäsion und Kohärenz eines Textes. In: Philologia. Vol. 31, č. 1 (2021), 179-188. ISSN (print) 1339-2026

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
20,0	0,0	40,0	0,0	0,0	0,0	40,0

Lecturers:

Last change: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex021/22	Course title: Prose and lyrics in German literature
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 10 hours of continuous home preparation for class, self-study; 15 hours of preparation for a paper; 20 hours of preparation for a seminar paper. Total 50 hours of student work. Teaching methods: analysis of literary texts, work with professional texts, brainstorming, discussion of the topic, guided self-study.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary research are required. Points: active participation in discussions/analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0). The rating: 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%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required). Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.), excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester	

Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently, active participation in discussions/analyses of literary works during the semester

Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.

Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.

Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.

Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.

Scale of assessment (preliminary/final): Points: active participation in discussions/analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0).

Learning outcomes:

Learning outcomes:

/Objectives and learning outcomes:

Learning objectives: to acquire expertise in the individual prose genres, especially in the short story, the novella and the novel.

Learning outcomes: the graduate of the course will learn to evaluate and analyze prose literary texts, define the basic features of lyric poetry in the 20th century, gain knowledge of the connection between the ideological and aesthetic components of poems, and be able to analyze poetic texts.

He/She develops presentation and argumentation skills, learns to formulate his/her own critical opinions, and is able to apply the acquired knowledge in practice.

Class syllabus:

Course outcomes of subject (content):

The historical development of the German novel. The novella of the pre-classical and classical periods. The novella in the period of realism. Novel of the 20th century. Specific genres of short prose. Specific genres of German literature (Erzählung). The short story after 1945. The novel in the 20th century - a developmental overview. Typology of the novel: social, mythological, essayistic and total novel. The construction of the novel. The novel as an image of the disintegration of ethical and humanistic values. The novel in the postmodern period.

The experiential lyricism of the classical period. The development of lyric poetry in the 20th century. The poetry of modernism (impressionism, symbolism, neo-romanticism). Nature lyric and

its transformations. Engaged poetry. Experimental poetry of the 1960s and 1970s. The hermetic poem and concrete poetry. The theory of modern lyricism. Key texts are updated at the beginning of the academic year.						
Recommended literature: Required literature (selected according to the focus of the paper/seminar paper): LAMPING, D. 2008. Moderne Lyrik. Göttingen: Vandenhoeck & Ruprecht. 2008. 176 p. ISBN 978-3525208625 VOGT, J. 2014. Aspekte erzählender Prosa. Munich: UTB-Verlag. 2014. 274 p. ISBN-10 : 3825240568 Recommended reading: MIKULAS, 2017. The journey as an individual process and as a wandering: cognitive-narratological reflections on the central plot of the developmental novel. In: Philologia. Vol. 27, č. 1 (2017), 85-102. ISSN 1339-2026 MIKULAS, 2017. Lokomotion als Grundprinzip der Wahrnehmung und der Weltkonstruktion im Bildungs- und Entwicklungsroman. In: Studies in foreign language education 9. Nümbrecht: Kirsch-Verlag, 2017, 79-103. ISBN 978-3-943906-36-3						
Languages necessary to complete the course: german, 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:						
Last change: 21.06.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex002/22	Course title: Receptive and productive skills in didactics of German language
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student's workload: 5 hours of combined teaching; 10 hours of continuous home preparation for class, self-study; 25 hours of preparation of the seminar paper and co-authored paper; 35 hours of preparation for the final assessment (oral examination). Total 75 hours of student work. Teaching methods: explanation, work with professional text, brainstorming, discussion on the topic, authentic presentation and critical reflection of papers, problem solving, application of theoretical knowledge to practice, guided self-study.	
Number of credits: 3	
Recommended semester: 5.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: Preparation and presentation of a co-authored paper, interaction in lectures, preparation of a seminar paper and passing an oral examination are required. Assessment points: continuous assessment by discussion and presentation of a co-paper: 25 points, seminar paper: 25 points, oral examination: 50 points (50/50). The rating is awarded on a scale: A (100-95%, excellent - outstanding results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required). Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes. Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.	

Good: average knowledge and ability to link it to skills based on mastery of concepts, good ability to think analytically and formulate evaluative critical stances, fluent speech with several weaknesses. Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills, incoherent speech with errors.

Adequate: content is mastered with several weaknesses, lacks sufficient mastery and understanding of the issues and interpretive procedures, lacks scholarly argumentation and the formulation of evaluative critical stances.

Insufficient: insufficient knowledge, lack of conceptual mastery and lack of understanding of the issues and interpretive procedures.

Scale of assessment (preliminary/final): Assessment points: continuous assessment by discussion and presentation of a co-paper: 25 points, seminar paper: 25 points, oral examination: 50 points (50/50).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Learning objectives: to acquire knowledge, skills and competences in language skills - reading comprehension, listening comprehension, speaking and writing.

Learning outcomes: the graduate of the course will acquire the methodological competence of the strategic procedure for the implementation of teaching units with targeting the independent reception and production of spoken and written text, as well as the promotion and development of listening and reading comprehension. These can also be transferred to the online environment.

Develops presentation and argumentation skills, the ability to formulate, justify and defend own opinions and attitudes, as well as autonomy and effective self-study strategies. He/she can design, implement and evaluate solutions to professional tasks in a responsible, innovative and creative way.

Class syllabus:

Course outcomes of subject (content):

1. Developing the communicative skill of listening comprehension: the process of listening comprehension as an interaction between the spoken language and the listener, conditions, phases, typology of exercises.

2. Developing communicative speaking skills: components of communicative situation as a psychological basis for the formation of the structural-compositional character of the linguistic expression, conditions, phases, typology of exercises.

3. Developing the communicative skill of reading comprehension: communicative activity of reading comprehension in the conception of the process of interaction between the written text and the reader, conditions, stages, typology of exercises.

4. Developing the skill of written expression: content composition of written expression as a linguistic-intellectual activity, conditions, phases, typology of exercises.

Recommended literature:

Compulsory/Recommended readings:

Required readings (selected according to the teacher's recommendation and the focus of the paper/seminar paper):

STORCH, G. 1999. Deutsch als Fremdsprache - Eine Didaktik. Paderborn: Fink, 1999. 367 p. ISBN 978-3-8385-8184-2 ch. 4, pp. 117-154 and ch. 6, pp. 213-260

Recommended reading:

KOLEČANI LENČOVÁ, I. 2012. Visual media in foreign language teaching: selected chapters with practical examples from German. Banská Bystrica: Matej Bel University, Faculty of Humanities, 2012. 138 s. ISBN 978-80-557-0428-9

KOLEČÁNI LENČOVÁ, I./NADLER, R. 2015. 39 Tests zum Leseverstehen für die Niveaus A2 - C1 mit Lösungen. Milano: Mimesis, 2015. 84 p. ISBN 978--88-5753-350-6
 KÜHN, P. 2010. Sprache untersuchen und erforschen. Berlin: Cornelsen Verlag, 2010. 175 p. ISBN 978-3-589-05151-9
 NEUSTADT, E. 2013. DaF unterrichten. Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache. Stuttgart: Klett Verlag, 2013. 185 p. ISBN 978-3-12-675309-8
 ROCHE, J. 2005. Fremdsprachenerwerb und Fremdsprachendidaktik. Tübingen: 2005. 282 p. ISBN 13: 978-3825226916

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution

Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
14,29	0,0	14,29	14,29	28,57	28,57	0,0

Lecturers:

Last change: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex023/22	Course title: Seminar in German literature of the 20th century I
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 10 hours of continuous home preparation for class, self-study; 15 hours of preparation for a paper; 20 hours of preparation for a seminar paper. Total 50 hours of student work. Teaching methods: analysis of literary texts, work with professional texts, brainstorming, discussion of the topic, guided self-study.	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary research are required. Points: active participation in discussions/ analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0). The rating: 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%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required). Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.), excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification	

of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently, active participation in discussions/analyses of literary works during the semester.

Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.

Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.

Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.

Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.

Scale of assessment (preliminary/final): Points: active participation in discussions/analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0).

Learning outcomes:

Learning outcomes:

/Objectives and learning outcomes:

Learning objectives: to discuss the central formal, thematic shifts in the literature of the first half of the 20th century on the basis of selected key texts.

Learning outcomes: the graduate of the course will acquire an effective repertoire of strategies for dealing with texts of the first half of the 20th century on the basis of empirical experience with the text and the need to interpret it at different levels. Considering the literary-historical period covered, the analyses will be primarily psychologically and sociologically motivated. Graduates of the course will be able to analyse texts in a broader context, develop communication and interpretation skills, be capable of self-reflection and be able to apply the acquired knowledge in practice.

Class syllabus:

Course outcomes of subject (content):

H. v. Hofmannsthal: Brief. A. Schnitzler. Reigen. Leutnant Gustl. R.M. Rilke: Malte. Anti-realist prose; J. Roth, R. Musil, H. Broch - to document in works the decay of values, the relationship to tradition and a new form in narrative - essayism. Pluralism of styles. F. Wedekind: Frühlingserwachen, H. Hesse: Siddharta. Literary expressionism in the works of the authors. Heym, G. Heym, G. G. Heym, G. Heym, G. Trakl, G. Heym. G. Trakl, G. Kaiser, G. Benn, A. Döblin. F. Kafka and his work. The peculiarities of the style of T. Mann and H. Man. B. Brecht/the role of the parable in his epic theatre. The big city in Döblin's work, man - mass. The idea of transformation in the literature of modernism. The analysis of time in the novel - T. Mann. The texts are updated at the beginning of the academic year.

Recommended literature:

Compulsory/Recommended readings:

Required literature (selected according to the focus of the paper/seminar paper): BEUTIN, W. 2019. Deutsche Literaturgeschichte von den Anfängen bis zur Gegenwart. Stuttgart: Metzler, 2019. 810 p. ISBN-10:3476049523, ISBN-13:978-3476049520 (selected chapters)

Recommended reading:

LEIß, I./STADLER, H. 2004. Deutsche Literaturgeschichte, Bd. 8: Wege in die Moderne 1890-1918. Munich: dtv, 2004. 442 p. ISBN 3423033487

LEIß, I./STADLER, H. 2003. Deutsche Literaturgeschichte, Bd. 9: Weimarer Republik. Munich: dtv, 2003. 416 p. ISBN-13: 9783423033497

MIKULÁŠOVÁ, A./Mikuláš, R. 2006. Zu einigen Analogien in den Tiergeschichten von Felix Salten und Martin Hranko - eine Vergleichsanalyse. In: Felix Salten - der unbekannte Bekannte. Wien: Praesens, 2006, 145-155. ISBN 3-7069-0368-7

MIKULÁŠOVÁ, A. 2010. Metatextuelle Reflexion der Werke Erich Kästners und Karl Mays in der Slowakei. In: Kindheit zwischen West und Ost: Kinderliteratur zwischen Kaltem Krieg und neuem Europa. Bern: Peter Lang, 2010, 139-150. ISBN 978-3-0343-0560-0

MIKULÁŠ, R. 2004. On the category of the "hero" in the work of E. Canetti. In: The Hero in Central European and Balkan Literatures of the 19th and 20th Centuries. Bratislava: VEDA, 2004, 82-99. ISBN 80-224-0821-2

RIEGEL, P./RINSUM, W. VAN. Deutsche Literaturgeschichte. Band 10: Drittes Reich und Exil 1933-1945. Munich: dtv, 2000. 304 p. ISBN-10: 342303333509

Languages necessary to complete the course:

german, slovak

Notes:**Past grade distribution**

Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
11,11	0,0	33,33	33,33	0,0	11,11	11,11

Lecturers:

Last change: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex008/22	Course title: Seminar in German literature of the 20th century II
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 15 hours of continuous home preparation for class, self-study; 15 hours of preparation for a paper; 15 hours of preparation for a seminar paper. 50 hours of student work in total. Teaching methods: analysis of literary texts, work with professional texts, brainstorming, discussion of the topic, guided self-study.	
Number of credits: 2	
Recommended semester: 5.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary studies, active participation in discussions, preparation/presentation of a paper: 40 points, seminar paper: 60 points (100/0). The rating: A (100-95%, excellent - outstanding results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable work), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required). Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.),	

excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester

Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently, active participation in discussions/analyses of literary works during the semester

Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.

Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.

Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.

Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.

Scale of assessment (preliminary/final): reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary studies, active participation in discussions, preparation/presentation of a paper: 40 points, seminar paper: 60 points (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Educational objectives: to discuss the central formal, thematic and motivic shifts in literature from 1945 to the present day, using concrete examples.

Learning outcomes: by contact with texts of various kinds, the graduate of the course constructs his/her own multidimensional picture of literary processes in an authentic way. The graduate of the course develops communication, presentation and argumentation skills, formulates his/her own critical opinions, has the ability to self-reflect, as well as the ability to provide feedback, is open to new knowledge and further learning

Class syllabus:

Course outcomes of subject (content):

The subject of the thesis will be texts from the environment of Group 47, authors of internal emigration, the so-called "holorub" period, social-critical novels of the 1950s, avant-garde writing of the 1960s, concrete poetry, experimental literature, the works of the Dortmund Group 61, documentary theatre, lyricism of the so-called "Dortmund Group 61", the so-called "Dortmund

Group 61". Texts of building enthusiasm are read, the so-called Bitterfeld Way, prose and drama of the 50s and 60s, the generational change of the 60s, women's literature, etc. are discussed. The texts are updated at the beginning of the academic year.

Recommended literature:

Compulsory/Recommended readings:

Required literature (selected according to the focus of the paper/seminar paper): BEUTIN, W. 2019. Deutsche Literaturgeschichte von den Anfängen bis zur Gegenwart. Stuttgart: Metzler, 2019. 810 p. ISBN-10:3476049523, ISBN-13:978-3476049520 (selected chapters)

Recommended reading:

BRAUN, M. 2010. Die deutsche Gegenwartsliteratur: Eine Einführung. Böhlau: UTB, 2010. 247 p. ISBN-10:3825233529

FORSTER, H./RIEGEL, P. 1999. Deutsche Literaturgeschichte. Gegenwart 1968-1990. Bd. 12. 2. Aufl. Munich: dtv, 1999. 376 p. ISBN 3-423-03352-5

ORSTER, H./RIEGEL, P. 1995. Deutsche Literaturgeschichte. Bd.11. Die Nachkriegszeit 1945-1968. Munich: dtv, 1995. 380 p. ISBN 3-423-03351-7

SCHNELL, R. 2019. Geschichte der deutschsprachigen Literatur seit 1945. Stuttgart: Metzlersche Verlagsbuchhandlung, 2019. 614 p. ISBN-10:3476019004

Languages necessary to complete the course:

german

Notes:

Past grade distribution

Total number of evaluated students: 5

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

Lecturers:

Last change: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex008/22	Course title: Seminar in German literature of the 20th century II
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 15 hours of continuous home preparation for class, self-study; 15 hours of preparation for a paper; 15 hours of preparation for a seminar paper. 50 hours of student work in total. Teaching methods: analysis of literary texts, work with professional texts, brainstorming, discussion of the topic, guided self-study.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary studies, active participation in discussions, preparation/presentation of a paper: 40 points, seminar paper: 60 points (100/0). The rating: A (100-95%, excellent - outstanding results), B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable work), D (84-80%, satisfactory - acceptable results), E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required). Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.),	

excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester

Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently, active participation in discussions/analyses of literary works during the semester

Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.

Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.

Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.

Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.

Scale of assessment (preliminary/final): reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary studies, active participation in discussions, preparation/presentation of a paper: 40 points, seminar paper: 60 points (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Educational objectives: to discuss the central formal, thematic and motivic shifts in literature from 1945 to the present day, using concrete examples.

Learning outcomes: by contact with texts of various kinds, the graduate of the course constructs his/her own multidimensional picture of literary processes in an authentic way. The graduate of the course develops communication, presentation and argumentation skills, formulates his/her own critical opinions, has the ability to self-reflect, as well as the ability to provide feedback, is open to new knowledge and further learning

Class syllabus:

Course outcomes of subject (content):

The subject of the thesis will be texts from the environment of Group 47, authors of internal emigration, the so-called "holorub" period, social-critical novels of the 1950s, avant-garde writing of the 1960s, concrete poetry, experimental literature, the works of the Dortmund Group 61, documentary theatre, lyricism of the so-called "Dortmund Group 61", the so-called "Dortmund

Group 61". Texts of building enthusiasm are read, the so-called Bitterfeld Way, prose and drama of the 50s and 60s, the generational change of the 60s, women's literature, etc. are discussed. The texts are updated at the beginning of the academic year.						
Recommended literature: Compulsory/Recommended readings: Required literature (selected according to the focus of the paper/seminar paper): BEUTIN, W. 2019. Deutsche Literaturgeschichte von den Anfängen bis zur Gegenwart. Stuttgart: Metzler, 2019. 810 p. ISBN-10:3476049523, ISBN-13:978-3476049520 (selected chapters) Recommended reading: BRAUN, M. 2010. Die deutsche Gegenwartsliteratur: Eine Einführung. Böhlau: UTB, 2010. 247 p. ISBN-10:3825233529 FORSTER, H./RIEGEL, P. 1999. Deutsche Literaturgeschichte. Gegenwart 1968-1990. Bd. 12. 2. Aufl. Munich: dtv, 1999. 376 p. ISBN 3-423-03352-5 ORSTER, H./RIEGEL, P. 1995. Deutsche Literaturgeschichte. Bd.11. Die Nachkriegszeit 1945-1968. Munich: dtv, 1995. 380 p. ISBN 3-423-03351-7 SCHNELL, R. 2019. Geschichte der deutschsprachigen Literatur seit 1945. Stuttgart: Metzlersche Verlagsbuchhandlung, 2019. 614 p. ISBN-10:3476019004						
Languages necessary to complete the course: german						
Notes:						
Past grade distribution Total number of evaluated students: 5						
A	ABS	B	C	D	E	FX
80,0	0,0	20,0	0,0	0,0	0,0	0,0
Lecturers:						
Last change: 21.06.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex022/22	Course title: Seminar in German phraseology
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student's workload: 5 hours of combined teaching; 20 hours of continuous home preparation for class, self-study; 10 hours to prepare a report, 15 hours to process comments and prepare a seminar paper. 50 hours of student work in total. Teaching methods: Explanation, work with professional text as well as with other text genres in which phrases occur, discussion of the topic under discussion, motivational talk on the use and stylistic appropriateness of phrases in various communicative situations, morphological, syntactic and semantic analysis of phrases, presentation of a paper, critical comments on classmates' papers - critical discussion of phraseological theories, the features of phrases and their use in communication.	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: active participation in the seminar is required, continuous assessment based on active cooperation in seminars, on the basis of the paper presented and the seminar work handed in, mastery of conceptual instrumentarium as well as specific phrases is required, active cooperation. Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0). 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 - 0%, insufficient - extra work required). Excellent: excellent knowledge of the development of phraseological theories and excellent ability to link new knowledge with previous linguistic, especially morphological, syntactic and lexical, knowledge and skills acquired in the past, fluent speech, structured utterances, sovereign handling of conceptual instrumentation, excellent ability to think analytically and to formulate critical evaluative attitudes, practical mastery of a large part of the phraseological richness.	

Very good: solid knowledge of the development of phraseological theories and the ability to link new knowledge with previous morphological, syntactic and lexical knowledge and skills, fluent speech with minor deficiencies, very good ability to think analytically and formulate critical evaluative attitudes, practical mastery of a relatively large part of the phraseological wealth.

Good: average knowledge of the development of phraseological theories on the basis of acquired conceptual instrumentation, ability to link new knowledge with previous morphological, syntactic and lexical knowledge and skills acquired in the past, fluent speech with several deficiencies, limited ability to formulate evaluative critical attitudes, practical mastery of an average part of the phraseological richness..

Satisfactory: phraseological theories are mastered with several deficiencies, basic mastery and understanding of the subject and ability to recognize phrases in the system and in the text, weak scientific argumentation and formulation of evaluative critical attitudes, relatively small part of the phraseological richness is practically mastered..

Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific argumentation and formulation of evaluative critical attitudes, very little of the phraseological richness practically mastered..

Inadequate: insufficient knowledge of the development of stylistic theories, insufficient mastery of conceptual instrumentation, insufficient ability to recognize and interpret styles in the system as well as in the text, insufficient mastery of the basic part of phraseological richness.

Scale of assessment (preliminary/final): Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0).

Learning outcomes:

Learning outcomes:

/Objectives and learning outcomes:

Educational objectives: to acquire basic phraseological theories, the course is intended to contribute to the development of communication skills by pointing out the importance of knowing the stylistic values of phrases in stylistically appropriate communication.

Learning outcomes: the graduate of the course will master the concept of phrase with its semantic, structural and stylistic features and will acquire the skills to recognize, understand and use phrases in a text. On the basis of practice, the student will acquire a basic fund of phraseological units and implement them in the communicative process.

Class syllabus:

Course outcomes of subject (content):

Introduction. Lexicology and phraseology. Basic unit - phrase. Features of a phrase: anomalousness, constancy, idiomaticity, reproducibility, lexicalization, imagery, polysemy. Phrasemes as a part of vocabulary. Phrasemes in the system. Phrasemes as a heterogeneous system. Stylistic values and stylistic colouring of phrasemes. Expressiveness of phrases.

Phrasemes in texts. Phraseological variability. Variants of phrasemes. Okazional changes of phrases. Modifications and updates. On some subgroups of German phraseology: phraseological pairs, phraseological similes. Winged words. One-word phrasemes. Adverbs and phrasemes. Phrasemes in terms of linguistic comparison. Phrasemes in foreign language teaching and foreign language didactics.

Recommended literature:

Compulsory/Recommended readings:

Required literature (selected according to the focus of the paper/seminar paper): ĎURČO, P./ Vajičková, M./Tomášková, S. 2019. Kollokationen im Sprachsystem und Sprachgebrauch: Ein Lehrbuch. Nümbrecht: Kirsch-Verlag, 2019, 133-190. ISBN 978-3-943906-45-5

VAJIČKOVÁ, M./KRAMER, U. 2009. Lehr- und Übungsbuch der deutschen Phraseologie. Bratislava: Comenius University, 2009. 102 p. ISBN 978-80-223-2596-7

Recommended reading:

BURGER, H. 2010. Phraseology. Eine Einführung am Beispiel des Deutschen. Berlin: Erich Schmidt Verlag. 2010. 240 p. ISBN 978-3-5030-9812-5

FLEISCHER, W. 1997. Phraseologie der deutschen Gegenwartssprache. Tübingen: Max Niemeyer, 1997. 299 p. ISBN 978-3-4847-3032-8

MLACEK, J. 2001. Shapes and faces of phrase in Slovak. Bratislava: Stimul - Centre for Informatics and Education, Faculty of Arts, 2001. 170 p. ISBN 978-80-88982-40-5

VAJIČKOVÁ, M. 2009. Handbuch der deutschen Phraseologie unter fremdsprachendidaktischen Aspekten. 3rd revised edition. Bratislava: Comenius University, 009. 197 s. ISBN 978-80-223-2611-7

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
7,14	0,0	21,43	14,29	21,43	0,0	35,71

Lecturers:

Last change: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex027/22	Course title: Seminar in textual linguistics
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student's workload: 5 hours of combined teaching; 20 hours of continuous home preparation for class, self-study; 10 hours to prepare a report, 15 hours to process comments and prepare a seminar paper. 50 hours of student work in total. Teaching methods: explanations, work with professional text, discussion of the topic, motivational talk on the importance of the production of cohesive and coherent text in communication, textual linguistic analysis of texts, presentation of a report, critical comments on the reports of classmates - critical discussion on the observance of the features of textuality in the production of texts, evaluation of classmates' texts - proving the observance or absence of the features of textuality.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: active participation in the seminar is required, continuous evaluation based on active cooperation in seminars, on the basis of the presented paper and submitted seminar work, mastery of conceptual instrumentation is required, active cooperation. Points: active participation in seminars: Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0). 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 - 0%, insufficient - extra work required). Excellent: excellent ability to link new knowledge with previous linguistic knowledge and language skills acquired in the past, fluent speech, structured utterances, sovereign handling of conceptual instrumentation, excellent ability to formulate critical evaluative attitudes.	

Very good: solid knowledge of the development of textual linguistic theories and the ability to link new knowledge with prior linguistic knowledge and language skills, fluent speech with minor deficiencies, very good ability to formulate critical evaluative stances.

Good: average knowledge of the development of textual linguistic theories based on acquired conceptual instrumentation, ability to relate new knowledge to prior linguistic knowledge and language skills acquired in the past, fluent speech with several weaknesses, limited ability to formulate evaluative critical stances.

Satisfactory: textual linguistic theories are mastered with several weaknesses, basic mastery and understanding of the issues and ability to recognize signs of textuality, weak scholarly argumentation and formulation of evaluative critical stances.

Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific reasoning and formulation of evaluative critical stances.

Insufficient: insufficient knowledge of the development of textual linguistic theories, insufficient acquisition of conceptual instrumentation, insufficient ability to recognize and interpret text features.

Scale of assessment (preliminary/final): Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0).

Learning outcomes:

Learning outcomes

/Objectives and learning outcomes:

Educational objectives: to show the importance of knowing the laws of cohesive and coherent text in the production as well as in the reception of the text.

Learning outcomes: practice and application of basic concepts of textual linguistics to linguistic analysis of texts. In addition to the acquisition of theoretical textual linguistic knowledge, we also pay attention to pragmatic and sociolinguistic aspects and the relationship between textual and stylistic analysis.

Class syllabus:

Course outcomes of subject (content):

Introduction. Discussion of individual theories of textual linguistics. Structuralist and functional analysis of text. The theory of speech acts. Text in textual linguistics. Analysis of texts with a focus on features of textuality. Cohesion. Coherence. Intentionality. Acceptability. Informativeness of the text. Situationality of the text. Theme of the text and textual structures. Macrostructure, mediostructure and microstructure of the text. Two-dimensionality of the text. Theories of text semantics. Reception and production of texts with different thematic progressions of the text. The starting point of the utterance and the core of the utterance (Thema and Rhema). Referential theory. Reference and Prediction. Types of reference.

Referential relations. Comparison of concepts: type and genre of text. Intertextuality.

Recommended literature:

Compulsory/Recommended readings:

Required literature (selected according to the focus of the paper/seminar paper): VATER, H. 2001. Einführung in die Textlinguistik: München, Wien, Zürich: Wilhem Fink Verlag. 2001. 221 p. ISBN 3-8252-1660-8

Recommended reading:

FIX, U./POETHE, H./YOS, G. 2003. Textlinguistik und Stilistik für Einsteiger. Ein Lehr- und Arbeitsbuch: Frankfurt am Main: Peter Lang, 2003. 236 p. ISBN 978-3-6315-1829-8 SANDIG, B. 2006. Textstilistik des Deutschen: Berlin, New York: Walter De Gruyter Inc., 2006. 584 p. ISBN 978-3-1101-8870-7

VAJIČKOVÁ, M. 2015. Theoretische Grundlagen stilistischer Textanalyse. Nümbrecht: Kirsch Verlag 2015, 33-85. ISBN 978-3-943906-18-9

VAJIČKOVÁ, M. 2021.

Competence in foreign language teaching: the case of German as a foreign language. In: Philology. Vol. 31, no. 1 (2021), 207-217. ISSN (print) 1339-2026

VAJIČKOVÁ, M. 2021. Von der Kollokationenkompetenz zur Textkompetenz. die Rolle der Kollokationen bei der Kohäsion und Kohärenz eines Textes. In: Philologia. Vol. 31, č. 1 (2021), 179-188. ISSN (print) 1339-2026

Languages necessary to complete the course:

german, 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:

Last change: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex033/22	Course title: Theory and practice of primary education
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and methods of educational activities: Extent, type/method of teaching: 5 hours of teaching per semester (lecture/seminar), combined form. Organisational form: combined form. Student workload: 5PS: 5 hours of teaching per semester in combined form; 20 hours of preparation of a seminar paper; 35 hours of preparation for a written examination. Total 60 hours of student work. Learning methods: explanation; lecture; discussion of the topic covered; brainstorming; method of working with textual material; teaching based on practical experience; method of students' independent work.	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: During the semester, the student will prepare and submit a term paper. The assignment will be communicated to the students during the class, also depending on which primary education topics the students are more inclined towards. The seminar paper should demonstrate the practical application of the student's theoretical knowledge in the context of the management of the teaching process, while monitoring the student's ability to solve specific problems. The student will be awarded 40 points for the thesis. 60 points will be awarded for the final knowledge test, which focuses on theoretical knowledge. 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. The rating is awarded on a scale: A (100-95%, excellent - outstanding results): the student has an excellent knowledge of the laws and principles of primary education and education; he/she solves tasks in a creative way, can react promptly and spontaneously during lectures. The student takes initiative, asks questions in the context of the problem being addressed. He/she is active in seminars. His/her oral and written expression is correct, quote-correct, grammatically correct. B (94-89%, very good - above average standard): the student masters the laws and principles of primary education and education with minor deficiencies, has acquired key competences, can	

respond promptly during lectures to the teacher's prompts, the student is self-initiative and asks questions in the context of the problem being addressed. His/her written expression in the term paper is correct, grammatically correct 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 (88-80%, good - normal reliable work): the student knows the laws and principles of the functioning of primary education and education at an average, i.e. good level, has acquired key competences, 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 addressed. His communication style is not disruptive, but he is not sure 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 (79-72%, Satisfactory - Acceptable results): the student has a satisfactory level of mastery. The student knows the theory with minor gaps, but cannot apply it to solve practical experiences. He/she is not very active during the teaching, does not bring new solutions, takes the role of a passive observer. Memorization rather than critical thinking is more prevalent in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to more serious deficiencies.

E (71-60%, sufficient - the results meet the minimum criteria): the student knows the laws and principles of primary pedagogy at a low level, 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 being addressed. Theoretical knowledge is applied with considerable problems; in practical terms, there are no recommendations for the correct solution options.

Fx (59-0%, insufficient - additional work required): student has significant deficiencies in theoretical knowledge and/or in its application to written work

Scale of assessment (preliminary/final): During the semester, the student will prepare and submit a term paper. The assignment will be communicated to the students during the class, also depending on which primary education topics the students are more inclined towards. The seminar paper should demonstrate the practical application of the student's theoretical knowledge in the context of the management of the teaching process, while monitoring the student's ability to solve specific problems. The student will be awarded 40 points for the thesis. 60 points will be awarded for the final knowledge test, which focuses on theoretical knowledge.

Learning outcomes:

Objectives and learning outcomes:

Students will acquire appropriate and up-to-date theoretical knowledge and practical skills in primary pedagogy and education, starting with the place of primary education in lifelong learning, through all the content and procedural characteristics of primary education, and ending with the link of the school to the wider social context. They will expand their knowledge in connection with didactical thinking and reflecting on the subjects and objects of the teaching process. They apply their didactic competences in the process of dealing with different didactic situations. They are able to compare different concepts of primary education in Slovakia and in German-speaking countries. They identify problems occurring in the primary education environment and look for ways of solving them. They design teaching in primary education. Students acquire competences of teacher's work in the field of classroom organisation and management. Students are able to think analytically, synthetically and creatively, are able to argue and can take and defend their own position on any given problem in the context of the topics presented. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students will gain a foundation of reflectivity for their future profession. They know that they themselves will have to continually educate themselves on the subject matter.

Class syllabus:

Course outcomes of subject (content):

The curriculum of the course is designed in such a way that after its practical teaching students are able to apply the theoretical knowledge to the practical context of the teaching profession. Graduates master the professional content and terminology of the relevant thematic elements of the given lectures as a specific area of Master's teaching studies at the Department of German Language and Literature. The graduate is able to expand his/her knowledge, competences and skills in his/her specialisation throughout his/her life. The theoretical knowledge acquired during the course will enable the student to establish the foundations of his/her own teaching style, to develop his/her abilities, to examine the quality and effectiveness of pedagogical activity, and to be able to flexibly change approaches and strategies of action, and thus to cultivate his/her own decision-making processes.

1. The role of primary education in the process of lifelong learning (terminology, objectives, content and pedagogical strategies). The topic focuses on correct pedagogical terminology. The student is introduced to the aim and content of primary education and education in a broader context up to lifelong learning. The graduate of the study programme acquires basic terminological knowledge and competences related to the issues of elementary pedagogy. The graduate will be able to integrate and use new knowledge in an active way in applications for the development of the field.
2. The child's entry into school; examination of school readiness. The aim of the lecture is to gain knowledge about the exploration of the child's readiness for school and the principles of child cognition in the younger school age. The student is to acquire competencies to organize, implement and evaluate various indicators of school readiness. The student shall know the developmental characteristics of the child of younger school age, which he/she can apply in education and training.
3. Theoretical foundations of education and concepts of teaching. The aim is to become familiar with and evaluate the basic concepts of teaching (behaviorist, humanist and constructivist approaches). To analyse the positive aspects of these conceptions, but also to know their shortcomings. The student will be able to evaluate several conceptions of education, to choose his/her own conception and to justify his/her choice. He/she is able to argue about educational concepts.
4. Objectives and functions of primary education - legislative and conceptual framework. The aim of the topic is to get acquainted with the overall concept of the basic documents at the level of the state requirements (the state educational programme) and the development of the second level of the curriculum (the school educational programme). The student is to acquire the ability to apply the educational and training programmes of the relevant institutions and to create (participate in) the creation of the school educational programme. The student is able to evaluate the educational standard of the subject German Language and Literature - Primary Education.
5. Teaching objectives, their meaning and categorization of objectives. Taxonomy of teaching objectives. Creation of teaching tasks in primary education on the basis of taxonomies. The student demonstrates the ability to apply the educational and educational programs of the relevant institutions and to create (participate in) the creation of the school educational program.
6. Teaching methods. The aim of the topic is to learn different teaching methods and to organise the teaching process in different conditions. Finding the most appropriate methods and conditions to meet the objective. The ability to flexibly change methods, approaches and strategies of action.
7. Organisational forms of teaching in terms of the teaching environment, the arrangement of pupils in teaching and in terms of teaching management (group, differentiated teaching). The lesson as the basic organisational form of teaching. The organisation of walks and excursions. Opinions on the assignment of homework. The student is able to select appropriate organizational forms in accordance with the educational objective and the activity of the pupils.
8. Design of the teaching process and management of the teaching process. The aim of this topic is the student's ability to learn how to design instruction and to master the basic principles

of instructional process management. The student will be able to independently design lesson preparation and be able to effectively manage the teaching process.

9. Pupil, characteristics of his personality, internal and external factors of education, learning styles. Pupil with a different mother tongue in the classroom. The student is able to give individual attention to all pupils without distinction, but especially to individual pupils with special educational needs and pupils who need individual attention. He/she is responsible for the individual approach to them and seeks solutions to optimise the successful integration of these pupils into the classroom team.

10. Teacher Competence Profile. Typology of teachers. Teaching as a stressful profession. The teacher fulfils an important mission through his/her daily work with pupils and parents. The student should know the competences of a teacher in the sense of Act No. 138/2019 Coll. (Act on Teaching and Professional Staff), but also from the point of view of several authors who deal with the issue. The student knows the competences of a teacher and knows how to apply them.

11. Diagnosing and assessing the current state of pupils, rights and duties in diagnosing, methods of diagnosing, the relationship between diagnosing and assessment. The student knows the wide variation in methods of diagnosis and assessment. The student is able to diagnose and assess the developmental level of primary students. The student is able to apply pedagogical diagnosis and is able to design and implement appropriate intervention for pupils. Uses formative assessment to motivate and move the pupil into the zone of proximal development.

Recommended literature:

Compulsory/Recommended readings:

Recommended reading:

BELEŠOVÁ, M. 2018. Primary education in theory and practice. Bratislava: Comenius University.

GAVORA, P. 2021. What are my pupils like? Pedagogical diagnostics of the pupil. Nitra.

KOLLÁRIKOVÁ, Z. , PUPALA, B. et al. 2010. Preschool and elementary pedagogy. 2nd edition. Prague: Portal.

KOŽUCHOVÁ, M. et al. 2019. Bratislava.

TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. 2017. Pupil, teacher and teaching (general didactics for

students of teaching). Prešov: Rokus.

The curriculum for primary education.

Act No. 245/2008 on education and training.

Languages necessary to complete the course:

Proficiency in Slovak is required, but for studying further literature (e.g. study programmes in other countries), proficiency in at least one world language, e.g. German, is welcome.

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: 21.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMex026/22	Course title: Use of media in education
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information Type, scope and method of training activities Scope, type/method of teaching and organisational form: 5 hours of teaching per semester (seminar), combined form. Student workload: 5 hours of combined teaching; 20 hours of self-study and continuous home preparation for class (preparation of a report); 25 hours of seminar work. 50 hours of student work in total. Teaching methods: Explanation, narration, interview, discussion, brainstorming, students' own work, work with internet resources and digital technologies, practice, repetition.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: During the semester, the student prepares a visual presentation and presents a paper and develops a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work is required. Points: active participation in seminars: 25 points, preparation/presentation of a paper: 25 points, seminar paper: 50 points (100/0). 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 - 0%, insufficient - extra work required). Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes. Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes. Good: average knowledge and ability to link it to skills based on mastery of concepts, good ability to think analytically and formulate evaluative critical stances, fluent speech with several weaknesses.	

<p>Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills, incoherent speech with errors.</p> <p>Adequate: content is mastered with several weaknesses, lacks sufficient mastery and understanding of the issues and interpretive procedures, lacks scholarly argumentation and the formulation of evaluative critical stances.</p> <p>Inadequate: insufficient knowledge, lack of mastery of conceptual apparatus and misunderstanding of issues and interpretation.</p> <p>Scale of assessment (preliminary/final): Points: active participation in seminars: 25 points, preparation/presentation of a paper: 25 points, seminar paper: 50 points (100/0).</p>
<p>Learning outcomes:</p> <p>Learning outcomes</p> <p>/Objectives and learning outcomes:</p> <p>Learning objectives: to use digital media in the teaching of German in accordance with the principles of foreign language didactics. To plan and implement an online lesson.</p> <p>Learning outcomes: the graduate of the course is able to integrate the acquired knowledge into logical contexts and connect it with previous knowledge. He/she masters the didactic principles and techniques of mediation, practice, consolidation and testing in the field of linguistic resources in distance learning. Is able to provide innovative and creative solutions and is open to new knowledge and experience. Masters visual and multimedia competence in an online environment.</p>
<p>Class syllabus:</p> <p>Course outcomes of subject (content):</p> <p>Comparison of face-to-face and distance learning, distance learning methods, software applications (ZOOM, MS Teams, etc.) and their functions, principles of Moodle, blended learning, use of external digital tools in teaching (Padlet, Kahoot, Mentimeter, etc.), different media (visual, audiovisual and digital) in teaching, possibilities of multimedia and multimodality in virtual space, presentation and visualization of learning content, possibilities of interaction in online space, synchronous and asynchronous form of online learning, tutoring and moderation of online language courses, working with digital German language textbooks.</p>
<p>Recommended literature:</p> <p>Compulsory/Recommended readings:</p> <p>Required literature (selected according to the focus of the paper/seminar):</p> <p>BRASCH, B./PFEIL, A. 2017. DLL9 Unterrichten mit digitalen Medien. Stuttgart: Klett, 2017. 144 p. ISBN: 978-3-12-606981-6</p> <p>KOLEČÁNI LENČOVÁ, I./KOVÁČOVÁ, M./TOMÁŠKOVÁ, S. 2018. Neue Wege im DaF-Unterricht: Bildende Kunst - Spielfilm - digitale Medien. Nümbrecht: Kirsch-Verlag, 2018. 177 p. 13 AH. ISBN 978-3-943906-46-2</p> <p>Recommended reading:</p> <p>ARNOLD, P./KILIAN, L./THILLOSEN, A./ZIMMER, G. 2018. Handbuch E-Learning. 5. Auflage. Bielefeld: W. Bertelsmann Verlag, 2018. 638 p. ISBN: 978-3-8252-4965-6</p> <p>HARTMANN, W./HUNDERTPFUND, A. 2015. Digitale Kompetenz. Was die Schule dazu beitragen kann. Bern: hep-verlag. 2015. 171 p. ISBN: 978-3-0355-0311-1</p> <p>MOSER, H. 2019. Einführung in die Medienpädagogik. Aufwachsen im digitalen Alter. Uster: Springer VS, 2019. 304 p. ISBN: 978-3-658-23207-8</p>
<p>Languages necessary to complete the course:</p> <p>german</p>
<p>Notes:</p>

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: 21.06.2023						
Approved by:						