

# Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde012/22	<b>Course title:</b> applied psycholinguistics
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: Block teaching, total 12 hours (6 hours of lectures/ 6 hours of seminars), in-person teaching and hybrid form Workload of a course: total 100 hours 12 hours of direct instruction 12 hours of study time outside of class, self- study 38 hours for the elaboration of seminar paper (2 x 19) 25 hours for the elaboration of final seminar paper 13 hours of preparation for the final evaluation (presentation and colloquial exam) Educational methods: Explanation, working with a scientific text, brainstorming, heuristic method, discussion, problem-solving, applying theoretical knowledge into practice, self-directed learning, critical analysis of an experience from a past pedagogical activity, colloquium.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course requirements for evaluation: In-semester assessment (50%): 2 seminar papers focusing on topics relevant to the current situation, flexibly adapted to the level of knowledge, abilities and qualifications of the particular student group (2 x 19 points). The aim of the seminar papers is for the students to present and justify their own opinions, that are based on the obtained theoretical knowledge, research results and suggestions resulting from an organised discussion during the lesson: based on the obtained and acquired scientific knowledge, the students will elaborate a critical analysis of an experience from a past pedagogical activity and its impact on the student's behaviour, individual development and effectiveness of second language acquisition. Consequently, the students make suggestions for and appropriate and suitable intervention. Final assessment (50%):	

Final seminar paper: “The proposal of suggestions suitable for the implementation of theoretical, empirical or applied research in a particular field, whilst respecting context and the condition of education in Slovakia.” (25 points).

Presentation of final paper, coordinating discussion, active participation and presenting knowledge at colloquium (13 points)

Final evaluation:

A (100 – 95 %, excellent – outstanding results),

B (94 – 90 %, very good – above the average standard),

C (89 – 85 %, good – generally sound work),

D (84 – 80 %, satisfactory – fair but with significant shortcomings),

E (79 – 75 %, sufficient – performance meets the minimum criteria),

Fx (74 – 0 %, fail – further work required).

The final evaluation reflects the level of student’s knowledge in the particular field, the ability to select, synthesize, conceptualize theoretical knowledge and create an integral viewpoint on the complex theoretical basis of foreign language didactics: the level of pedagogical- psychological-linguistic and analytical-critical thinking: the ability to apply theory of foreign language teaching in tertiary education into practice, the ability to make proposals for the theoretical, empirical and applied research: the level of presentation and argumentation skills: qualified use of knowledge in order to promote individual and professional growth.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The students broaden their understanding of applied psycholinguistics, psychological approach to foreign language teaching, learning and neurodidactics, Consequently, they will be able to develop more thoroughly their professional skills, abilities and qualifications.

The students will expand their understanding of psychological and neurophysiological mechanisms and relations that support the improvement of oral skills and foreign language competence. Furthermore, the students will understand cognitive, emotional, and individual factors that have an impact on the effectiveness of these processes.

The students will develop the ability to apply theory of foreign language teaching in tertiary education into practice, analyse the causes of educational problems and suggest adequate intervention.

The students will develop analytical, critical, pedagogical, psychological and linguistic thinking which are considered to be essential for a flexible, creative and empathetical foreign language instructor.

The students will get a better understanding of working with scientific sources. They will be able to select, analyse and interrelate different pieces of information and re-evaluate the according to their relevance and particular conditions of foreign language teaching in Slovakia. At the same time they will develop their metacognitive conscience, self-knowledge, autonomy and effective strategies appropriate for self-learning. In addition to that, the students will broaden their co-operative, presentation and argumentation skills, the ability to formulate, reason and defend their own opinion and attitude. The students will make proposals for the theoretical, empirical and applied research.

### **Class syllabus:**

Course overview:

1. Introductory discussion between the instructor and students, delimitation of topics for communication, the level of knowledge, skills and qualifications of students in the particular field and consequently flexible adaptation to the content of the teaching, focusing primarily on the development and deepening of knowledge, skills and qualifications in the following fields:
  2. Humanisation of foreign language teaching- based on the critical analysis and comparison of traditional and modern teaching methods, the student discusses the most appropriate student-centred approach in foreign language teaching along with a research, that reflects the conditions of Slovak educational context.
  3. Psycholinguistic and neurophysiological aspects of foreign language teaching and foreign language acquisition- the students deepen their knowledge of individual features, intrapsychical (cognitive, emotional and individual) and social factors that determine the creation of linguistic representations and development of oral skills, mechanisms of oral perception, production and communication. The synthesis and interrelation of new pieces of information that serve as the theoretical base for the development of didactical skills, abilities and qualifications.
  4. Speech and language development – native language, second language and foreign language. Bilingualism- the students deepen their knowledge and develop their understanding of different mechanisms and patterns of unconscious acquisition of native language and second language and patterns of conscious learning of foreign language in the institutional education. These patterns determine a successful and effective intervention.
- The instruction of these topics with the help of described methods contribute immensely to the implementation of previously designated aims and outputs, which are also clearly stated in the profile of the graduate.

**Recommended literature:**

Compulsory literature:

LOJOVÁ, G. 2005, 2011, 2014, 2017. Individuálne osobitosti pri učení sa cudzích jazykov I. Bratislava: Vydavateľstvo UK, 2005, 2011, 2014, 2017.

LOJOVÁ, G. 2021. Neuropsychologické aspekty učenia sa a vyučovania cudzích jazykov. *Philologia*, vol. 31, ed. 2 p, 2021.

LOJOVÁ, G., Vlčková, K. 2011. *Styly a stratégie vo výuce cizích jazyku*. Praha: Portál, 2011.

Lojová, G. 2021. Súčasné smerovanie v psychológii učenia sa a vyučovania cudzích jazykov. *Philologia*, vol. 31, ed. 1 p. 7-20, 2021.

LOJOVÁ, G. 2019. *Učme cudzí jazyk efektívnejšie: Prístup zameraný na žiaka*. Bratislava: Vydavateľstvo UK, 2019.

Recommended literature:

ABDELILIHA-BAUER, B. 2008. *Il bambino bilingue. Crescere parlando più di una lingua*. Milano, Raffaello Cortina Editore, 2008.

BUTZKAMM, W. 2002. *Psycholinguistik des Fremdsprachenunterrichts*. Tübingen: A. Francke Verlag, 2002.

CACCIARI, C. 2011. *Psicologia del linguaggio*. Bologna, Il Mulino, 2011.

DÖRNYEI, Z. 2005. *The psychology of the language learner*. Lawrence Erlbaum Associates, Publishers, 2005.

JURSOVÁ ZACHAROVÁ, Z. 2019. Viacjazyčný prístup vo vzdelávaní. In *Pedagogická revue* 3/2019, p. 47–61, 2019. URL: < [https://www.havava.eu/sites/www.havava.eu/content/accounts/Zlatica/veda/pedagogicka-revue-3-2019\\_Multilingualny\\_pristup.pdf](https://www.havava.eu/sites/www.havava.eu/content/accounts/Zlatica/veda/pedagogicka-revue-3-2019_Multilingualny_pristup.pdf)>.

JURSOVÁ ZACHAROVÁ, Z./SOKOLOVÁ L. (eds.) 2013. *On the Path to Bilingualism: From informal to formal education*. Roma: DITI, (selected chapter) 2013.

Kail, M./ Fayol, M. 2000. *L'acquisition du langage*, Paris, PUF, 2000.

SCHUMANN, J.H. et al. 2004. *The neurobiology of learning: Perspectives from second language acquisition*. Lawrence Erlbaum As, 2004.

SKEHAN, P. 2002. A cognitive approach to language learning. Oxford: OUP,2002.  
WEIMER, M. 2013. Learner-Centred Teaching: Five Key Changes To Practice. 2nd ed. CA: Jossey Bass, 2013.  
WILLIAMS, M./MERCER, S./ RYAN, S. 2015. Exploring psycholog in language learningg and teaching. Oxford: OUP, 2015.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Zlatica Zacharová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

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<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
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<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course requirements for evaluation: In-semester assessment (50%): 2 seminar papers focusing on topics relevant to the current situation, flexibly adapted to the level of knowledge, abilities and qualifications of the particular student group (2 x 19 points). The aim of the seminar papers is for the students to present and justify their own opinions, that are based on the obtained theoretical knowledge, research results and suggestions resulting from an organised discussion during the lesson: based on the obtained and acquired scientific knowledge, the students will elaborate a critical analysis of an experience from a past pedagogical activity and its impact on the student's behaviour, individual development and effectiveness of second language acquisition. Consequently, the students make suggestions for and appropriate and suitable intervention. Final assessment (50%):	

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Learning outcomes:

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Recommended literature:

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JURSOVÁ ZACHAROVÁ, Z. 2019. Viacjazyčný prístup vo vzdelávaní. In *Pedagogická revue* 3/2019, p. 47–61, 2019. URL: < [https://www.havava.eu/sites/www.havava.eu/content/accounts/Zlatica/veda/pedagogicka-revue-3-2019\\_Multilingualny\\_pristup.pdf](https://www.havava.eu/sites/www.havava.eu/content/accounts/Zlatica/veda/pedagogicka-revue-3-2019_Multilingualny_pristup.pdf)>.

JURSOVÁ ZACHAROVÁ, Z./SOKOLOVÁ L. (eds.) 2013. *On the Path to Bilingualism: From informal to formal education*. Roma: DITI, (selected chapter) 2013.

Kail, M./ Fayol, M. 2000. *L'acquisition du langage*, Paris, PUF, 2000.

SCHUMANN, J.H. et al. 2004. *The neurobiology of learning: Perspectives from second language acquisition*. Lawrence Erlbaum As, 2004.

SKEHAN, P. 2002. A cognitive approach to language learning. Oxford: OUP,2002.  
 WEIMER, M. 2013. Learner-Centred Teaching: Five Key Changes To Practice. 2nd ed. CA: Jossey Bass, 2013.  
 WILLIAMS, M./MERCER, S./ RYAN, S. 2015. Exploring psycholog in language learningg and teaching. Oxford: OUP, 2015.

**Languages necessary to complete the course:**  
 Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**  
 Total number of evaluated students: 0

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

**Lecturers:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Zlatica Zacharová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde004/22	<b>Course title:</b> cognitive, generative and systemic linguistics
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Number of hours: Block teaching together 12 hours, 6 hours of lectures/6 hours of seminars per week: per level/semester: 6s/6l Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 150 hours: of which 12 hours of in-person teaching, 48 hours of home preparation for teaching, 90 hours divided according to the study plan (50:50) as 45 hours during the semester for preparation of short seminar papers + 45 hours for the editing of a composite seminar paper and the preparation for the final colloquium Teaching methods: explanation, discussion on the topic, work with professional text, heuristic method, critical analysis and comparison of individual streams, problem-solving, guided self-study, colloquium	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment (50 points/percent): 3 short seminar papers focused on individual linguistic currents (3 x 16,7p). In individual seminar papers, students present and justify their own opinions based on the acquired theoretical knowledge, research results, and suggestions from guided discussions during teaching; by confronting the acquired scientific knowledge, they will prepare a critical analysis of their own linguistic beliefs and directions. Final assessment (50 points/percent): Presentation of the composite final work at the final colloquium, management of the discussion on their work (20p), active participation, and presentation of knowledge during the final colloquium. (30p) The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria),	

Fx (74 – 0%, fail – further work required).

The final assessment reflects the level of orientation of the aspirant in the given scientific field, their ability to select, relate and synthesise acquired theoretical knowledge, the degree of complexity of their understanding of the foundations of the individual linguistic schools of thought; level of analytical, linguistic and critical thinking; the ability to apply theoretical knowledge to their professional practice at the tertiary level; the ability to design, evaluate and modify stimuli for theoretical, empirical or applied research; the assessment also reflects the level of presentation and argumentation skills; competence to use knowledge for their personal and professional development.

Excellent: mastering the educational content and understanding of the issue in all its complexity is at an excellent level, the aspirant's speech is characterized by well-thought-out argumentation with a clear and logical structure supported by taking their own evaluative and critical stand, using a conceptual apparatus that is accurate; the time dedicated to self-study is reflected by the active participation in the seminars, which is characteristic of aspirant's initiating, encouraging and developing the discussion and its direction.

Very good: mastering the educational content and understanding of the issue is at a solid level, the aspirant's speech is characterized by very well-structured argumentation supported by taking their own evaluative and critical stand, using a conceptual apparatus that is reliable; the time and energy dedicated to self-study is reflected by aspirant's seminar participation, which is characteristic of aspirant's active entering and developing the discussion;

Good: mastering the educational content and understanding of the issue is at an appropriate level, the aspirant's speech is characterized by the ability to formulate and organize their argumentation supplied with evaluative and critical stand taking using a moderately developed conceptual apparatus; self-study is reflected by aspirant's participation in seminars which is characteristic of aspirant's activity and reactions to the content of the discussion being at the expected level;

Satisfactory: mastering the educational content and understanding of the issue is superficial, the aspirant's speech is characterized by distorted argumentation with a low degree of connection to their own evaluative and critical stand, accuracy and degree of implementation of the conceptual apparatus is below average, time and energy dedicated to self-study is reflected by aspirant's limited participation in seminars characteristic of forced responses to the discussion at the basic level;

Sufficient: mastering the educational content and understanding of the issue is at a basic level, characterized by many shortcomings and superficiality, the argumentation at the scientific level in the aspirant's speech is inadequate, the precision of the conceptual apparatus, formulation of evaluative and critical attitudes, as well as preparation for seminars are inconsistent which reflects aspirant's passivity and avoidance of direct discussion;

Fail: mastering the educational content and understanding of the issue is insufficient, as well as the level of acquisition and handling of the conceptual apparatus, the argumentation, evaluative attitudes, and critical view in the aspirant's speech are completely absent, there is a lack of understanding of the scientific context, and preparation for seminars.

### **Learning outcomes:**

Learning objectives and outcomes:

Of the learning objectives declared in the graduate profile, this course focuses on the acquisition of knowledge, skills, and competencies:

The graduate of the course will gain a comprehensive knowledge of the linguistic programmes in question (cognitive, generative and systemic), research methods, and their relationship to the subject of research, including a comprehensive knowledge of the historical and philosophical context of their origin;

can judge language as a system of signs, as a cultural phenomenon, and as a cognitive reality;

knows and understands how these linguistic theories transcend the applied level at the level of teaching, learning, and language acquisition;  
can actively search for professional information, recognize the theoretical background of the studied professional literature, also summarize, compare, and critically re-evaluate professional publications from a theoretical and empirical point of view;  
knows and orients themselves in professional linguistic journals to obtain new information and use it in their own professional work;  
develops effective self-study strategies, the ability to clearly formulate, justify and defend one's own professional opinions and attitudes, and to present them effectively.

**Class syllabus:**

I. Introductory discussion on the basic concepts of individual linguistic schools of thought, to state the main representatives and their vision of the language, the most important milestones in the differentiation of individual schools, their theoretical foundation, and orientation, overlaps to and from other disciplines (anthropology, philosophy, psychology), aspects of skills development and competencies related to working with professional literature.

**II. Generative linguistics**

The historical and philosophical background of generative linguistics and the subject of its study; the work of N. Chomsky; generative linguistics, its explanatory power, its response to American structuralism; nativism, universality, and universal grammar; the relationship between language, mind, and brain (generativism, psycholinguistics, and neurolinguistics); language acquisition, learning, and teaching; basic concepts of generative syntax (fall theory, thematic role theory).

**III. Cognitive linguistics**

The historical and philosophical background of cognitive linguistics and the subject of its study; linguistic analysis in the works of R. Langacker, G. Lakoff, V. Evans, A. Goldberg; cognitive linguistics in response to generative linguistics; language system as a cognitive reality; conceptual metaphor theory.

**IV. Systemic linguistics**

The historical and philosophical background of systemic linguistics and the subject of its study; F. de Saussure and his work; basic methodological problems of systemic linguistics; speech units and their classes, language units; from speech to language; language as a cultural phenomenon, pragmatic interpretation of the language system; from language to communication.

**Recommended literature:**

Compulsory literature:

(selected chapters)

DOLNÍK, J. 1993. Všeobecná lingvistika: Sémantika a pragmatika. Bratislava: Univerzita Komenského, 1993.

DOLNÍK, J. 2009. Všeobecná jazykoveda. Bratislava: VEDA, 2009.

DOLNÍK, J. 2013. Všeobecná jazykoveda opis a vysvetľovanie jazyka, Bratislava: VEDA, 2013.

GEERAERTS, D./CUYCKENS, H. 2010. The Oxford handbook of cognitive linguistics. New York: Oxford University Press, 2010.

SAUSSURE, F. 2007. Kurs obecné lingvistiky. Praha: Academia, 2007.

CHOMSKY, N. 2018. Jakými tvory jsme? Praha: Academia, 2018.

Recommended literature:

(selected chapters)

ANDERSON, J. R. 1983. The Architecture of Cognition. Chapter 2. Cambridge: Harvard

University Press, 1983. [cit. 2021-12-06]. URL: <<https://pure.rug.nl/ws/files/9884768/c2.pdf>>.

COMRIE, B. 1988. Linguistic typology. In: Annual Review of Anthropology, Vol. 17, (1988), 145-159, 1988. [cit. 2021-12-06]. URL: <[https://www.jstor.org/stable/2155909?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/2155909?seq=1#metadata_info_tab_contents)>.

ECO, U. 1987. Semiotik. Entwurf einer Theorie der Zeichen. 2. Aufl. München: Wilhelm Finck Verlag, 1987.

EVANS, V. 2019. Cognitive linguistics – a complete guide. Edinburgh: Edinburgh University Press, 2019.

EVANS, V. 2014. The language myth – why language is not an instinct. Cambridge: Cambridge University Press, 2014.

FAIRCLOUGH, N. 1992. Discourse and Social Change. Cambridge: UK, 1992.

GREWENDORF, G. 2002. Minimalistische Syntax. Tübingen und Basel: Francke Verlag, 2002.

CHOMSKY, N. 1965. Aspects of the Theory of Syntax. Cambridge: Mass, 1965.

CHOMSKY, N. 1969. Aspekte der Syntax-Theorie. Frankfurt am Main: Suhrkamp, 1969.

CHOMSKY, N. 2016. What kind of creatures are we? New York: Columbia University Press, 2016.

KELLER, R. 2003. Sprachwandel. Tübingen und Basel: Francke, 2003.

MISTRÍK, J. 2002. Lingvistický slovník. Bratislava: Slovenské pedagogické nakladateľstvo, 2002.

RENZI, L./SALVI, G./CARDINALETTI, A. (Eds.). Grande grammatica italiana di consultazione, 3 voll., Bologna: Il Mulino, 2001.

SAUSSURE, F. 1972. Cours de linguistique générale. Paris: Payot, 1972.

SANDIG, B. 2006. Textstilistik des Deutschen. Berlin, Nex York: Walter de Gruyter, 2006.

These resources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** prof. György Domokos, PhD., prof. PhDr. Mária Vajičková, CSc., Mgr. Tomáš Hlava, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde004/22	<b>Course title:</b> cognitive, generative and systemic linguistics
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Number of hours: Block teaching together 12 hours, 6 hours of lectures/6 hours of seminars per week: per level/semester: 6s/6l Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 150 hours: of which 12 hours of in-person teaching, 48 hours of home preparation for teaching, 90 hours divided according to the study plan (50:50) as 45 hours during the semester for preparation of short seminar papers + 45 hours for the editing of a composite seminar paper and the preparation for the final colloquium Teaching methods: explanation, discussion on the topic, work with professional text, heuristic method, critical analysis and comparison of individual streams, problem-solving, guided self-study, colloquium	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment (50 points/percent): 3 short seminar papers focused on individual linguistic currents (3 x 16,7p). In individual seminar papers, students present and justify their own opinions based on the acquired theoretical knowledge, research results, and suggestions from guided discussions during teaching; by confronting the acquired scientific knowledge, they will prepare a critical analysis of their own linguistic beliefs and directions. Final assessment (50 points/percent): Presentation of the composite final work at the final colloquium, management of the discussion on their work (20p), active participation, and presentation of knowledge during the final colloquium. (30p) The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria),	

Fx (74 – 0%, fail – further work required).

The final assessment reflects the level of orientation of the aspirant in the given scientific field, their ability to select, relate and synthesise acquired theoretical knowledge, the degree of complexity of their understanding of the foundations of the individual linguistic schools of thought; level of analytical, linguistic and critical thinking; the ability to apply theoretical knowledge to their professional practice at the tertiary level; the ability to design, evaluate and modify stimuli for theoretical, empirical or applied research; the assessment also reflects the level of presentation and argumentation skills; competence to use knowledge for their personal and professional development.

Excellent: mastering the educational content and understanding of the issue in all its complexity is at an excellent level, the aspirant's speech is characterized by well-thought-out argumentation with a clear and logical structure supported by taking their own evaluative and critical stand, using a conceptual apparatus that is accurate; the time dedicated to self-study is reflected by the active participation in the seminars, which is characteristic of aspirant's initiating, encouraging and developing the discussion and its direction.

Very good: mastering the educational content and understanding of the issue is at a solid level, the aspirant's speech is characterized by very well-structured argumentation supported by taking their own evaluative and critical stand, using a conceptual apparatus that is reliable; the time and energy dedicated to self-study is reflected by aspirant's seminar participation, which is characteristic of aspirant's active entering and developing the discussion;

Good: mastering the educational content and understanding of the issue is at an appropriate level, the aspirant's speech is characterized by the ability to formulate and organize their argumentation supplied with evaluative and critical stand taking using a moderately developed conceptual apparatus; self-study is reflected by aspirant's participation in seminars which is characteristic of aspirant's activity and reactions to the content of the discussion being at the expected level;

Satisfactory: mastering the educational content and understanding of the issue is superficial, the aspirant's speech is characterized by distorted argumentation with a low degree of connection to their own evaluative and critical stand, accuracy and degree of implementation of the conceptual apparatus is below average, time and energy dedicated to self-study is reflected by aspirant's limited participation in seminars characteristic of forced responses to the discussion at the basic level;

Sufficient: mastering the educational content and understanding of the issue is at a basic level, characterized by many shortcomings and superficiality, the argumentation at the scientific level in the aspirant's speech is inadequate, the precision of the conceptual apparatus, formulation of evaluative and critical attitudes, as well as preparation for seminars are inconsistent which reflects aspirant's passivity and avoidance of direct discussion;

Fail: mastering the educational content and understanding of the issue is insufficient, as well as the level of acquisition and handling of the conceptual apparatus, the argumentation, evaluative attitudes, and critical view in the aspirant's speech are completely absent, there is a lack of understanding of the scientific context, and preparation for seminars.

### **Learning outcomes:**

Learning objectives and outcomes:

Of the learning objectives declared in the graduate profile, this course focuses on the acquisition of knowledge, skills, and competencies:

The graduate of the course will gain a comprehensive knowledge of the linguistic programmes in question (cognitive, generative and systemic), research methods, and their relationship to the subject of research, including a comprehensive knowledge of the historical and philosophical context of their origin;

can judge language as a system of signs, as a cultural phenomenon, and as a cognitive reality;

knows and understands how these linguistic theories transcend the applied level at the level of teaching, learning, and language acquisition;  
can actively search for professional information, recognize the theoretical background of the studied professional literature, also summarize, compare, and critically re-evaluate professional publications from a theoretical and empirical point of view;  
knows and orients themselves in professional linguistic journals to obtain new information and use it in their own professional work;  
develops effective self-study strategies, the ability to clearly formulate, justify and defend one's own professional opinions and attitudes, and to present them effectively.

**Class syllabus:**

I. Introductory discussion on the basic concepts of individual linguistic schools of thought, to state the main representatives and their vision of the language, the most important milestones in the differentiation of individual schools, their theoretical foundation, and orientation, overlaps to and from other disciplines (anthropology, philosophy, psychology), aspects of skills development and competencies related to working with professional literature.

II. Generative linguistics

The historical and philosophical background of generative linguistics and the subject of its study; the work of N. Chomsky; generative linguistics, its explanatory power, its response to American structuralism; nativism, universality, and universal grammar; the relationship between language, mind, and brain (generativism, psycholinguistics, and neurolinguistics); language acquisition, learning, and teaching; basic concepts of generative syntax (fall theory, thematic role theory).

III. Cognitive linguistics

The historical and philosophical background of cognitive linguistics and the subject of its study; linguistic analysis in the works of R. Langacker, G. Lakoff, V. Evans, A. Goldberg; cognitive linguistics in response to generative linguistics; language system as a cognitive reality; conceptual metaphor theory.

IV. Systemic linguistics

The historical and philosophical background of systemic linguistics and the subject of its study; F. de Saussure and his work; basic methodological problems of systemic linguistics; speech units and their classes, language units; from speech to language; language as a cultural phenomenon, pragmatic interpretation of the language system; from language to communication.

**Recommended literature:**

Compulsory literature:

(selected chapters)

DOLNÍK, J. 1993. Všeobecná lingvistika: Sémantika a pragmatika. Bratislava: Univerzita Komenského, 1993.

DOLNÍK, J. 2009. Všeobecná jazykoveda. Bratislava: VEDA, 2009.

DOLNÍK, J. 2013. Všeobecná jazykoveda opis a vysvetľovanie jazyka, Bratislava: VEDA, 2013.

GEERAERTS, D./CUYCKENS, H. 2010. The Oxford handbook of cognitive linguistics. New York: Oxford University Press, 2010.

SAUSSURE, F. 2007. Kurs obecné lingvistiky. Praha: Academia, 2007.

CHOMSKY, N. 2018. Jakými tvory jsme? Praha: Academia, 2018.

Recommended literature:

(selected chapters)

ANDERSON, J. R. 1983. The Architecture of Cognition. Chapter 2. Cambridge: Harvard

University Press, 1983. [cit. 2021-12-06]. URL: <<https://pure.rug.nl/ws/files/9884768/c2.pdf>>.

COMRIE, B. 1988. Linguistic typology. In: Annual Review of Anthropology, Vol. 17, (1988), 145-159, 1988. [cit. 2021-12-06]. URL: <[https://www.jstor.org/stable/2155909?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/2155909?seq=1#metadata_info_tab_contents)>.

ECO, U. 1987. Semiotik. Entwurf einer Theorie der Zeichen. 2. Aufl. München: Wilhelm Finck Verlag, 1987.

EVANS, V. 2019. Cognitive linguistics – a complete guide. Edinburgh: Edinburgh University Press, 2019.

EVANS, V. 2014. The language myth – why language is not an instinct. Cambridge: Cambridge University Press, 2014.

FAIRCLOUGH, N. 1992. Discourse and Social Change. Cambridge: UK, 1992.

GREWENDORF, G. 2002. Minimalistische Syntax. Tübingen und Basel: Francke Verlag, 2002.

CHOMSKY, N. 1965. Aspects of the Theory of Syntax. Cambridge: Mass, 1965.

CHOMSKY, N. 1969. Aspekte der Syntax-Theorie. Frankfurt am Main: Suhrkamp, 1969.

CHOMSKY, N. 2016. What kind of creatures are we? New York: Columbia University Press, 2016.

KELLER, R. 2003. Sprachwandel. Tübingen und Basel: Francke, 2003.

MISTRÍK, J. 2002. Lingvistický slovník. Bratislava: Slovenské pedagogické nakladateľstvo, 2002.

RENZI, L./SALVI, G./CARDINALETTI, A. (Eds.). Grande grammatica italiana di consultazione, 3 voll., Bologna: Il Mulino, 2001.

SAUSSURE, F. 1972. Cours de linguistique générale. Paris: Payot, 1972.

SANDIG, B. 2006. Textstilistik des Deutschen. Berlin, Nex York: Walter de Gruyter, 2006.

These resources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** prof. György Domokos, PhD., prof. PhDr. Mária Vajičková, CSc., Mgr. Tomáš Hlava, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde011/22	<b>Course title:</b> comparative literary science
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: Block teaching, total 12 hours (6 hours lectures / 6 hours seminars), in-person teaching and hybrid form Workload of a course: total 150 hours 12 hours of direct instruction; 38 hours of study time outside of class, self-study; 50 hours for the elaboration of co-report and seminar paper (50 hours); 50 hours of preparation for the final evaluation (presentation and exam) Educational methods: Explanation, working with a scientific text, brainstorming, topic discussion, analysis of literary texts, self-directed learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Evaluation A (100 – 95 %, excellent – outstanding results), B (94 – 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 – 0 %, fail – further work required). The final evaluation reflects student’s knowledge of the designated matter; the level of analytical and critical thinking; the abilities to apply theoretical knowledge into practice (in the field of second language instruction in tertiary education); the ability to make use of relevant knowledge in order to identify, analyse and solve problem situations; the ability to make amends in theoretical, empirical or applied research; the level of presentation and argumentation skills; the relevant qualifications to make use of knowledge for own professional development.	
<b>Learning outcomes:</b> Learning outcomes: Learning objectives and outcomes:	

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Learning outcome:

Educational aims and outputs:

Aims: in accordance with the profile of a graduate, the main aim of the course is to understand the meaning of interliterary process as a means of intercultural communication. This will be proved in the field of international relations and its coherence, as well as in interliterary community, centrisms and interliterary relations.

Outputs: The student will become familiar with the basic theoretical and methodological aspects of comparative literature, its evolution and traditions in British/ German and Romance studies research. In addition to that, the student will become familiar with the current trends in literary science, understand translation as an integral part of interliterary process, comprehend the issues of dialects in the native and non-native language as well as in comparative imagology. The student will obtain qualifications to analyse interliterary process as a demonstration of cultural communication between nations in the form of genetic-contactual relations, typological analogies and interliterary associations. The student will become familiar with the subjective factors of interliterary process stemming from the newest conceptions representing comparative literature. The student will learn how to apply theory into practice and find associations between new pieces of information. Moreover, the student will broaden his abilities to work with various literary sources with emphasis on selection and evaluation of their relevance. The student will improve analytical and critical thinking, argumentation skills and supporting own ideas.

### **Class syllabus:**

Course overview:

1. Comparative literature as the discipline of literary science. Comparison and comparative method in literary science. The genesis of comparative research.
2. World literature, the status of national literature in interliterary process.
3. The main types of interliterary relations and analogies, classification of different forms in interliterary process, genetic-contactual relations and typological analogies.
4. The history of comparative literature, different conceptions of comparative literature in English/ German/ French/ Spanish and Slovak literary science. The current trends of comparative literature in European context.
5. The history and typology of genres from the perspective of research in interliterary process.
6. The tradition of comparison in English, German and Romance studies.
7. The issue of interliterary associations: the theory of interliterary associations, contextual bonds, interliterary affiliations and centrisms.
8. Biliterarity, polyliterarity and other factors of interliterary process. The role of translation in interliterary process.
9. The reception of English/ German/ French/ Spanish literature as a literary historical issue in Slovakia.
10. Dialectics of own and foreign, comparative imagology.

### **Recommended literature:**

Compulsory literature:

CORBINEAU-HOFFMANN, A. 2008. Úvod do komparatistiky. Akropolis, 2008.

ŽURIŠIN, D. 1992. Čo je svetová literatúra? Bratislava: Obzor, 1992.

ŽURIŠIN, D. 1979. Dejiny slovenskej literárnej komparatistiky. Bratislava: VEDA, 1979.

ŽURIŠIN, D. 1970. Z dejín a teórie literárnej komparatistiky. Bratislava: Vydavateľstvo SAV, 1970.

GUILLÉN, C. 2008. Mezi jednotou a růzností: úvod do srovnávací literární vědy. Praha: Triáda, 2008.

Recommended literature:

BOJNIČANOVÁ, R. 2013. "Perspektívy slovensko-hispánskych komparatívnych literárnych štúdií." In Cudzie jazyky v premenách času III. Zborník príspevkov z medzinárodnej vedeckej konferencie Bratislava: Ekonóm, 2013.

BOJNIČANOVÁ, R. 2019. "Función intermediadora del ambiente parisino en las relaciones interliterarias durante la época de entreguerras" ("Sprostredkovateľský význam parížskeho prostredia pri budovaní medziliterárnych vzťahov v medzivojnovom období"). In: Philologia. Roč. 29, vol.. 1-2, 2019.

CASANOVA, P. 2012. Světová republika literatury. Praha: Karolinum. 2012.

CORBINEAU-HOFFMANN, A. 2000. Einführung in die Komparatistik. Berlin: Erich Schmidt Verlag, 2000.

GUILLÉN, C. 2005. Entre lo uno y lo diverso. Introducción a la literatura comparada. Barcelona: Tusquets Editores, 2005. 1. vol. 1985.

HOFFMANN, M. 2006. Interkulturelle Literaturwissenschaft. Paderborn: Wilhelm Fink Verlag, 2006.

KONSTANTINOVIĆ, ZORAN. 1988. Vergleichende Literaturwissenschaft: Bestandsaufnahme u. Ausblicke, Bern: Lang, 1988.

KOPRDA, P. 2000. Medziliterárny proces II – III. Nitra: Univerzita Konštantína Filozofa, 2000.

KOŠKA, J. 2003. Recepcia ako tvorba. Bratislava: Veda, 2003.

MALINOVSKÁ, Z. 2017. From the intercultural to the transcultural approach to translation: Pélagie-la-Charrette in Slovak: a case study. In: Identity and translation trouble. Newcastle upon Tyne: Cambridge scholars publishing, 2017.

MENDOZA FILLOLA, A. 1996. "Observar, comparar, integrar: el tratamiento didáctico de la literatura desde el enfoque intertextual y comparativo." In: Lenguaje y textos, 1996.

MIKULÁŠ, R. 2019. Zum konstruktiven Charakter von Interkulturalität bei Irena Brežná: Ein systemischer Annäherungsversuch. In: Spiegelungen. vol. 14, ed. 2 (2019).

RIVKIN, J., RYAN, M. 2004. Literary theory an anthology, Malden: Blackwell Publishing, 2004.

SINOPOLI, F. 2013. "Perspectiva crítico-historiográficas para una didáctica de la literatura europea." In Literatura europea comparada, ed. César Domínguez Prieto, Madrid: Arco Libros. 2013.

WAUGH, P.:2006. Literary theory and criticism an Oxford guide, Oxford: Oxford University Press, 2006.

WIERLACHER, A. 2001. Architektur interkultureller Germanistik. Mníchov: Iudicium, 2001.

ZIMA, P. V. 2011. Komparatistik. Einführung in die vergleichende Literaturwissenschaft. Tübingen : Francke Verlag, 2011.

ZYMNER, R./HÖLTER, A. (eds.). 2013. Handbuch Komparatistik: Theorien, Arbeitsfelder, Wissenspraxis. J.B. Metzler, 2013.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., prof. PhDr. Zuzana Malinovská, CSc., doc. Mgr. Andrea Mikulášová, PhD., Mgr. Roman Mikuláš, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde011/22	<b>Course title:</b> comparative literary science
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: Block teaching, total 12 hours (6 hours lectures / 6 hours seminars), in-person teaching and hybrid form Workload of a course: total 150 hours 12 hours of direct instruction; 38 hours of study time outside of class, self-study; 50 hours for the elaboration of co-report and seminar paper (50 hours); 50 hours of preparation for the final evaluation (presentation and exam) Educational methods: Explanation, working with a scientific text, brainstorming, topic discussion, analysis of literary texts, self-directed learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Evaluation A (100 – 95 %, excellent – outstanding results), B (94 – 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 – 0 %, fail – further work required). The final evaluation reflects student’s knowledge of the designated matter; the level of analytical and critical thinking; the abilities to apply theoretical knowledge into practice (in the field of second language instruction in tertiary education); the ability to make use of relevant knowledge in order to identify, analyse and solve problem situations; the ability to make amends in theoretical, empirical or applied research; the level of presentation and argumentation skills; the relevant qualifications to make use of knowledge for own professional development.	
<b>Learning outcomes:</b> Learning outcomes: Learning objectives and outcomes:	

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Learning outcome:

Educational aims and outputs:

Aims: in accordance with the profile of a graduate, the main aim of the course is to understand the meaning of interliterary process as a means of intercultural communication. This will be proved in the field of international relations and its coherence, as well as in interliterary community, centrisms and interliterary relations.

Outputs: The student will become familiar with the basic theoretical and methodological aspects of comparative literature, its evolution and traditions in British/ German and Romance studies research. In addition to that, the student will become familiar with the current trends in literary science, understand translation as an integral part of interliterary process, comprehend the issues of dialects in the native and non-native language as well as in comparative imagology. The student will obtain qualifications to analyse interliterary process as a demonstration of cultural communication between nations in the form of genetic-contactual relations, typological analogies and interliterary associations. The student will become familiar with the subjective factors of interliterary process stemming from the newest conceptions representing comparative literature. The student will learn how to apply theory into practice and find associations between new pieces of information. Moreover, the student will broaden his abilities to work with various literary sources with emphasis on selection and evaluation of their relevance. The student will improve analytical and critical thinking, argumentation skills and supporting own ideas.

### **Class syllabus:**

Course overview:

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10. Dialectics of own and foreign, comparative imagology.

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Compulsory literature:

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ŽURIŠIN, D. 1970. Z dejín a teórie literárnej komparatistiky. Bratislava: Vydavateľstvo SAV, 1970.

GUILLÉN, C. 2008. Mezi jednotou a růzností: úvod do srovnávací literární vědy. Praha: Triáda, 2008.

Recommended literature:

BOJNIČANOVÁ, R. 2013. "Perspektívy slovensko-hispánskych komparatívnych literárnych štúdií." In Cudzie jazyky v premenách času III. Zborník príspevkov z medzinárodnej vedeckej konferencie Bratislava: Ekonóm, 2013.

BOJNIČANOVÁ, R. 2019. "Función intermediadora del ambiente parisino en las relaciones interliterarias durante la época de entreguerras" ("Sprostredkovateľský význam parížskeho prostredia pri budovaní medziliterárnych vzťahov v medzivojnovom období"). In: Philologia. Roč. 29, vol.. 1-2, 2019.

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KONSTANTINOVÍČ, ZORAN. 1988. Vergleichende Literaturwissenschaft: Bestandsaufnahme u. Ausblicke, Bern: Lang, 1988.

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MENDOZA FILLOLA, A. 1996. "Observar, comparar, integrar: el tratamiento didáctico de la literatura desde el enfoque intertextual y comparativo." In: Lenguaje y textos, 1996.

MIKULÁŠ, R. 2019. Zum konstruktiven Charakter von Interkulturalität bei Irena Brežná: Ein systemischer Annäherungsversuch. In: Spiegelungen. vol. 14, ed. 2 (2019).

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SINOPOLI, F. 2013. "Perspectiva crítico-historiográficas para una didáctica de la literatura europea." In Literatura europea comparada, ed. César Domínguez Prieto, Madrid: Arco Libros. 2013.

WAUGH, P.:2006. Literary theory and criticism an Oxford guide, Oxford: Oxford University Press, 2006.

WIERLACHER, A. 2001. Architektur interkultureller Germanistik. Mníchov: Iudicium, 2001.

ZIMA, P. V. 2011. Komparatistik. Einführung in die vergleichende Literaturwissenschaft. Tübingen : Francke Verlag, 2011.

ZYMNER, R./HÖLTER, A. (eds.). 2013. Handbuch Komparatistik: Theorien, Arbeitsfelder, Wissenspraxis. J.B. Metzler, 2013.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., prof. PhDr. Zuzana Malinovská, CSc., doc. Mgr. Andrea Mikulášová, PhD., Mgr. Roman Mikuláš, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde009/22	<b>Course title:</b> current reflection of art (group B)
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, in-person teaching and hybrid method Workload of a course: 12 hours of lectures per semester, preparation of final work 50 hours per semester, study time outside of class (self-study) 40 hours per semester, individual consultations with lecturer 5 hours per semester, presentation of final work 5 hours. Total 112 hours per semester. Educational methods: Analysis and interpretation of literary works, discussion, brainstorming, problem-solving tasks, applying theory to real-world problems of contemporary culture and art, presentation.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: PhD. candidates will question an issue reflecting a current real-world problem of contemporary culture and seek answer to it through aesthetic categories. Structure of the assignment: question – max. 15 words. Problem definition – max. 150 words. Time and regional delimitation of the problem – max. 100 words. Minimum incorporation of 5 aesthetic terms, that might be used for the description of previously designated problem. Minimum incorporation of 5 works of art, which depict or reflect the previously designated problem. Characteristic features of the cultural situation, where the problem arises – min. 100 lines. Minimum incorporation of 5 authors focusing on aesthetic literature along with sources, that analyse or interpret previously designated problem. The final assignment will be presented at a joint mini conference during the exam period. The evaluation is based on the contemporariness of the designated problem, its relevant interpretation, maximum utilization of aesthetic literature, presentation skill at the mini conference. abilities. Evaluation: A (100 – 91 %), excellent – outstanding results), the student is able to interpret the designated problem of the current cultural processes at a very high level, whilst making use of aesthetic terminology,	

B (90 – 81%), very good – above the average standard), the student is capable to creatively interpret the designated problem of the current cultural processes, whilst making use of aesthetic terminology, C (80 – 73 %), good – generally sound work), the student is capable to name and interpret current cultural processes with the correct use of aesthetic terminology,

D (72 – 66 %), satisfactory – fair but with significant shortcomings), the student demonstrates knowledge of current cultural processes,

E (65 – 60 %), sufficient – performance meets the minimum criteria), the student infrequently describes the current cultural process inadequately and makes mistakes while using aesthetic terminology.

Fx (59 – 0 %), fail – further work required), the student does not demonstrate the ability to comprehend current cultural process and misinterprets aesthetic terms.

The ratio of in-semester assessment and final assessment: 0/100.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The students are capable to independently identify problems and situations in the contemporary art and culture (from 2000 onwards), they are capable to interpret these problems by themselves. They use aesthetic terminology and build their analyses based on relevant aesthetic theories. Students develop their interpretative, communicative and presentation skills

### **Class syllabus:**

Course overview:

Given the fact that the aim of the course is to depict and react on the current state of culture and art, the structure along with any further details of each topic will be modified based on their current state. In addition to that, they will be modified with regards to the updated scientific results focusing on the theory of current reflection of art in the given academic year.

Main topics:

The main features of the literary work of art, the ontological status of the literary work of art, artistic expression, the status of the literary work of art in culture, function of art, understanding work of art, the methods aesthetic art reflection.

All the topics make up one unit, each topic mutually complementing the other. Moreover, they facilitate the development of interpretative and analytical skills of students. When it comes to the analyses and interpretations of the works of art and their theoretical aesthetic reflection, the students are able to step back and look at the current state of culture from a different perspective. Each topic, in context with the other, develops a critical stance on culture and art.

### **Recommended literature:**

Recommended literature:

HADRAVOVÁ, T. 2016 Co je nového v estetice. Praha: Nová beseda, 2016.

MISTRÍK, E. 2013-2021. Estetický slovník. Bratislava: Album, 2013-2021. URL: <[www.estetickyslovník.sk](http://www.estetickyslovník.sk)>.

NELSON, R. S./SHIFF, R.2004. Kritické pojmy dejín umenia. Bratislava: Nadácia – Centrum súčasného umenia, 2004.

PERNIOLA, M. 2000. Estetika 20. století. Praha: Karolinum, 2000.

SOURIAU, É. 1994. Encyklopedie estetiky. Praha: Victoria, 1994.

ZÁHRADKA, P (ed.). 2010. Estetika na přelomu milénia. Vybrané problémy současné estetiky. Brno: Barrister & Principal, 2010.

The students are advised to look for additional literature based on the topic and state of their final thesis.

**Languages necessary to complete the course:**

Slovak and Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. PhDr. Erich Mistrík, CSc., doc. PhDr. Ivica Kolečáni Lenčová, PhD.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde009/22	<b>Course title:</b> current reflection of art (group B)
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, in-person teaching and hybrid method Workload of a course: 12 hours of lectures per semester, preparation of final work 50 hours per semester, study time outside of class (self-study) 40 hours per semester, individual consultations with lecturer 5 hours per semester, presentation of final work 5 hours. Total 112 hours per semester. Educational methods: Analysis and interpretation of literary works, discussion, brainstorming, problem-solving tasks, applying theory to real-world problems of contemporary culture and art, presentation.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: PhD. candidates will question an issue reflecting a current real-world problem of contemporary culture and seek answer to it through aesthetic categories. Structure of the assignment: question – max. 15 words. Problem definition – max. 150 words. Time and regional delimitation of the problem – max. 100 words. Minimum incorporation of 5 aesthetic terms, that might be used for the description of previously designated problem. Minimum incorporation of 5 works of art, which depict or reflect the previously designated problem. Characteristic features of the cultural situation, where the problem arises – min. 100 lines. Minimum incorporation of 5 authors focusing on aesthetic literature along with sources, that analyse or interpret previously designated problem. The final assignment will be presented at a joint mini conference during the exam period. The evaluation is based on the contemporariness of the designated problem, its relevant interpretation, maximum utilization of aesthetic literature, presentation skill at the mini conference. abilities. Evaluation: A (100 – 91 %), excellent – outstanding results), the student is able to interpret the designated problem of the current cultural processes at a very high level, whilst making use of aesthetic terminology,	

B (90 – 81%), very good – above the average standard), the student is capable to creatively interpret the designated problem of the current cultural processes, whilst making use of aesthetic terminology, C (80 – 73 %), good – generally sound work), the student is capable to name and interpret current cultural processes with the correct use of aesthetic terminology,

D (72 – 66 %), satisfactory – fair but with significant shortcomings), the student demonstrates knowledge of current cultural processes,

E (65 – 60 %), sufficient – performance meets the minimum criteria), the student infrequently describes the current cultural process inadequately and makes mistakes while using aesthetic terminology.

Fx (59 – 0 %), fail – further work required), the student does not demonstrate the ability to comprehend current cultural process and misinterprets aesthetic terms.

The ratio of in-semester assessment and final assessment: 0/100.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The students are capable to independently identify problems and situations in the contemporary art and culture (from 2000 onwards), they are capable to interpret these problems by themselves. They use aesthetic terminology and build their analyses based on relevant aesthetic theories. Students develop their interpretative, communicative and presentation skills

### **Class syllabus:**

Course overview:

Given the fact that the aim of the course is to depict and react on the current state of culture and art, the structure along with any further details of each topic will be modified based on their current state. In addition to that, they will be modified with regards to the updated scientific results focusing on the theory of current reflection of art in the given academic year.

Main topics:

The main features of the literary work of art, the ontological status of the literary work of art, artistic expression, the status of the literary work of art in culture, function of art, understanding work of art, the methods aesthetic art reflection.

All the topics make up one unit, each topic mutually complementing the other. Moreover, they facilitate the development of interpretative and analytical skills of students. When it comes to the analyses and interpretations of the works of art and their theoretical aesthetic reflection, the students are able to step back and look at the current state of culture from a different perspective. Each topic, in context with the other, develops a critical stance on culture and art.

### **Recommended literature:**

Recommended literature:

HADRAVOVÁ, T. 2016 Co je nového v estetice. Praha: Nová beseda, 2016.

MISTRÍK, E. 2013-2021. Estetický slovník. Bratislava: Album, 2013-2021. URL: <[www.estetickyslovník.sk](http://www.estetickyslovník.sk)>.

NELSON, R. S./SHIFF, R. 2004. Kritické pojmy dejín umenia. Bratislava: Nadácia – Centrum súčasného umenia, 2004.

PERNIOLA, M. 2000. Estetika 20. století. Praha: Karolinum, 2000.

SOURIAU, É. 1994. Encyklopedie estetiky. Praha: Victoria, 1994.

ZÁHRADKA, P (ed.). 2010. Estetika na přelomu milénia. Vybrané problémy současné estetiky. Brno: Barrister & Principal, 2010.

The students are advised to look for additional literature based on the topic and state of their final thesis.

**Languages necessary to complete the course:**

Slovak and Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. PhDr. Erich Mistrík, CSc., doc. PhDr. Ivica Kolečáni Lenčová, PhD.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde003/22	<b>Course title:</b> developing a research project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 4 hours, 3 times per semester, total 12 hours per semester, seminar Form of the course: combined, (primarily in-person teaching) Number of hours: 12 S (6 credits): <ul style="list-style-type: none"> <li>• 3x 4 hours of classes - 12 hours;</li> <li>• Work on assignments – 80 hours;</li> <li>• Completion of the project proposal and preparation for the presentation – 25 hours;</li> <li>• Literature study, independent preparation for seminars – 63 hours.</li> </ul> A total of 180 hours of work. Teaching methods: dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (literature study, solving assignments, e-learning)	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Active participation in seminars is expected to complete the course. The assessment includes the elaboration of the following interim assignments: <ul style="list-style-type: none"> <li>• Critical analysis of foreign and domestic studies - 20 points</li> <li>• Work with reference styles - 10 points</li> <li>• Formulation of partial parts of a project (goal, abstract, introduction/current state of the knowledge, research methodology) - 50 points</li> <li>• Complete project design and presentation - 20 points</li> </ul> To complete the course, the student needs to obtain at least 60% of the points. Final grades are awarded based on the scale: A (100 - 91 %, excellent – outstanding results) – the student masters the topic at an excellent level, demonstrates independent analytical and critical thinking, can independently create a research project at an excellent level, demonstrates their metacognitive skills.	

B (90 - 81 %, very good – above the average standard) – the student masters the topic at a very good level (only with minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a very good level, demonstrates evaluative and procedural cognitive skills.

C (80 – 73 %, good – generally sound work) – the student masters the topic at a good level (with several errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a good level, can apply procedures of scientific work in project creation.

D (72 – 66 %, satisfactory – fair but with significant shortcomings) – the student masters the topic at the average level (with more significant errors), can independently create a research project at the average level, demonstrates conceptual knowledge and the ability to think analytically, can provide arguments at the average level.

E (65 – 60 %, sufficient – performance meets the minimum criteria) – the student masters the topic at an acceptable level (with more fundamental errors); can independently create a research project, the quality of which is at a low but acceptable level; demonstrates conceptual knowledge, demonstrates argumentation skills at a low level.

Fx (59 - 0 %, fail – further work required) – the student is not able to apply the acquired knowledge, creates a project at an insufficient level, does not demonstrate a sufficient level of critical thinking, has not mastered the basic concepts and procedures of scientific work, or does not demonstrate the signs of independent study and motivation for it.

#### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The main goal of the course is to acquire the competencies necessary for the scientific work of a doctoral student. The student understands the importance of scientific research and its attributes, is well-oriented in the key questions that researchers ask themselves at the beginning of systematic research - theoretical and empirical. The student is well-oriented in professional sources, can critically assess them, is able to select relevant sources related to the research problem. Can assess and independently create a short scientific text related to the topic of their dissertation, or a topic in the field of their scientific interest. Knows and reflects on practical and ethical issues in research planning and research project. Understands the coherence of a research project and can apply a solid structure of project components. Can design their own research project according to predetermined requirements.

Can think critically and communicate about scientific problems, or problems related to scientific research. Is able to cooperate and demonstrate the ability to plan activities related to the creation and planned implementation of the project. The student is able to think in context, demonstrates metacognitive abilities and the ability of self-education.

#### **Class syllabus:**

Course overview:

- Scientific research and its importance. Research methodology vs. research design. Types of research designs. A research project, significance, creation, general structure of projects, project evaluation criteria, an overview of current project schemes. Scientific (academic) text, conventions and characteristics, principles of creating a scientific text.
- The student understands the importance of scientific research; knows the principles of scientific knowledge, principles of creating academic texts, research projects and studies; is well-oriented in current grant schemes. Can analyze and critically assess scientific texts in terms of their compliance with academic conventions. Can actively communicate about methodological issues, think about creating their own research considering the topic of their dissertation.

- Practical and ethical issues in research and research project planning - specification of the research problem, formulation of research objectives, research questions, selection of appropriate research methods and planning their use, validity and reliability of research tools, work with literature and access to relevant literature, reference styles and their use.
- The student understands the issues of ethics in research, knows the ethical principles of scientific work and accepts them. Knows the principles of working with the professional literature, can apply a reference style. Is well-oriented in professional sources, can create a content analysis, based on which they can formulate a research problem, questions or hypotheses. The student considers the appropriate method of their research, can create a research design, including the use of research tools. Can use their metacognition in terms of planning their dissertation project.
- Structure of the research project/research study and its components (abstract/annotation - types of abstracts and their structure, introduction/overview of the topic and its structure, description of research methodology, results and their processing, interpretation of results and its relevance, writing discussion, research limits, conclusion).

The student is able to analyze and critically assess the formal and content aspects of scientific studies, knows the partial structure of scientific projects/studies and can apply it. The student can justify the quality of a scientific project/study or identify their weaknesses and strengths. Can justify the choice of research methodology, knows the data processing methods and understands them in context. Understands the importance of interpretation of results and their objectification, considers the limitations of the research and can formulate them. Can create their own scientific text to the extent necessary to set up a research project.

#### **Recommended literature:**

Recommended literature:

- Labaree, R. V. (2018). Organizing Your Social Sciences Research Paper: Purpose of Guide. California: University of Southern California. Retrieved from: <http://libguides.usc.edu/writingguide/purpose>
- Kumar, R. (2011). Research methodology: a step-by-step guide for beginners. London: SAGE. Retrieved from: [http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)
- Morling, B. (2012). Research methods in psychology: Evaluating a world of information. New York, NY: Norton.
- Organizing Academic Research Papers: Purpose of Guide, dostupné na: <https://library.sacredheart.edu/c.php?g=29803&p=185901>
- The British Psychological Society, (2014). Code of Human Research Ethics. St Andrews, Scotland: The British Psychological Society. Retrieved from: [https://www.ed.ac.uk/files/atoms/files/bps\\_code\\_of\\_human\\_research\\_ethics.pdf](https://www.ed.ac.uk/files/atoms/files/bps_code_of_human_research_ethics.pdf)
- Further study text will be available to students and made available in electronic form at a regular basis via the university LMS Moodle - the course title: Creation of research project

#### **Languages necessary to complete the course:**

Slovak, English

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 4

A	ABS	B	C	D	E	FX
0,0	0,0	50,0	25,0	25,0	0,0	0,0

**Lecturers:** prof. PaedDr. Katarína Žilková, PhD.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde003/22	<b>Course title:</b> developing a research project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 4 hours, 3 times per semester, total 12 hours per semester, seminar Form of the course: combined, (primarily in-person teaching) Number of hours: 12 S (6 credits): <ul style="list-style-type: none"> <li>• 3x 4 hours of classes - 12 hours;</li> <li>• Work on assignments – 80 hours;</li> <li>• Completion of the project proposal and preparation for the presentation – 25 hours;</li> <li>• Literature study, independent preparation for seminars – 63 hours.</li> </ul> A total of 180 hours of work. Teaching methods: dialogical methods (interview, debate, polemic, discussion), group work, guided self-study (literature study, solving assignments, e-learning)	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Active participation in seminars is expected to complete the course. The assessment includes the elaboration of the following interim assignments: <ul style="list-style-type: none"> <li>• Critical analysis of foreign and domestic studies - 20 points</li> <li>• Work with reference styles - 10 points</li> <li>• Formulation of partial parts of a project (goal, abstract, introduction/current state of the knowledge, research methodology) - 50 points</li> <li>• Complete project design and presentation - 20 points</li> </ul> To complete the course, the student needs to obtain at least 60% of the points. Final grades are awarded based on the scale: A (100 - 91 %, excellent – outstanding results) – the student masters the topic at an excellent level, demonstrates independent analytical and critical thinking, can independently create a research project at an excellent level, demonstrates their metacognitive skills.	

B (90 - 81 %, very good – above the average standard) – the student masters the topic at a very good level (only with minor inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a very good level, demonstrates evaluative and procedural cognitive skills.

C (80 – 73 %, good – generally sound work) – the student masters the topic at a good level (with several errors or inaccuracies), demonstrates independent analytical and critical thinking, can independently create a research project at a good level, can apply procedures of scientific work in project creation.

D (72 – 66 %, satisfactory – fair but with significant shortcomings) – the student masters the topic at the average level (with more significant errors), can independently create a research project at the average level, demonstrates conceptual knowledge and the ability to think analytically, can provide arguments at the average level.

E (65 – 60 %, sufficient – performance meets the minimum criteria) – the student masters the topic at an acceptable level (with more fundamental errors); can independently create a research project, the quality of which is at a low but acceptable level; demonstrates conceptual knowledge, demonstrates argumentation skills at a low level.

Fx (59 - 0 %, fail – further work required) – the student is not able to apply the acquired knowledge, creates a project at an insufficient level, does not demonstrate a sufficient level of critical thinking, has not mastered the basic concepts and procedures of scientific work, or does not demonstrate the signs of independent study and motivation for it.

#### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The main goal of the course is to acquire the competencies necessary for the scientific work of a doctoral student. The student understands the importance of scientific research and its attributes, is well-oriented in the key questions that researchers ask themselves at the beginning of systematic research - theoretical and empirical. The student is well-oriented in professional sources, can critically assess them, is able to select relevant sources related to the research problem. Can assess and independently create a short scientific text related to the topic of their dissertation, or a topic in the field of their scientific interest. Knows and reflects on practical and ethical issues in research planning and research project. Understands the coherence of a research project and can apply a solid structure of project components. Can design their own research project according to predetermined requirements.

Can think critically and communicate about scientific problems, or problems related to scientific research. Is able to cooperate and demonstrate the ability to plan activities related to the creation and planned implementation of the project. The student is able to think in context, demonstrates metacognitive abilities and the ability of self-education.

#### **Class syllabus:**

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- The student understands the importance of scientific research; knows the principles of scientific knowledge, principles of creating academic texts, research projects and studies; is well-oriented in current grant schemes. Can analyze and critically assess scientific texts in terms of their compliance with academic conventions. Can actively communicate about methodological issues, think about creating their own research considering the topic of their dissertation.

- Practical and ethical issues in research and research project planning - specification of the research problem, formulation of research objectives, research questions, selection of appropriate research methods and planning their use, validity and reliability of research tools, work with literature and access to relevant literature, reference styles and their use.
- The student understands the issues of ethics in research, knows the ethical principles of scientific work and accepts them. Knows the principles of working with the professional literature, can apply a reference style. Is well-oriented in professional sources, can create a content analysis, based on which they can formulate a research problem, questions or hypotheses. The student considers the appropriate method of their research, can create a research design, including the use of research tools. Can use their metacognition in terms of planning their dissertation project.
- Structure of the research project/research study and its components (abstract/annotation - types of abstracts and their structure, introduction/overview of the topic and its structure, description of research methodology, results and their processing, interpretation of results and its relevance, writing discussion, research limits, conclusion).

The student is able to analyze and critically assess the formal and content aspects of scientific studies, knows the partial structure of scientific projects/studies and can apply it. The student can justify the quality of a scientific project/study or identify their weaknesses and strengths. Can justify the choice of research methodology, knows the data processing methods and understands them in context. Understands the importance of interpretation of results and their objectification, considers the limitations of the research and can formulate them. Can create their own scientific text to the extent necessary to set up a research project.

#### **Recommended literature:**

Recommended literature:

- Labaree, R. V. (2018). Organizing Your Social Sciences Research Paper: Purpose of Guide. California: University of Southern California. Retrieved from: <http://libguides.usc.edu/writingguide/purpose>
- Kumar, R. (2011). Research methodology: a step-by-step guide for beginners. London: SAGE. Retrieved from: [http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)
- Morling, B. (2012). Research methods in psychology: Evaluating a world of information. New York, NY: Norton.
- Organizing Academic Research Papers: Purpose of Guide, dostupné na: <https://library.sacredheart.edu/c.php?g=29803&p=185901>
- The British Psychological Society, (2014). Code of Human Research Ethics. St Andrews, Scotland: The British Psychological Society. Retrieved from: [https://www.ed.ac.uk/files/atoms/files/bps\\_code\\_of\\_human\\_research\\_ethics.pdf](https://www.ed.ac.uk/files/atoms/files/bps_code_of_human_research_ethics.pdf)
- Further study text will be available to students and made available in electronic form at a regular basis via the university LMS Moodle - the course title: Creation of research project

#### **Languages necessary to complete the course:**

Slovak, English

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 4

A	ABS	B	C	D	E	FX
0,0	0,0	50,0	25,0	25,0	0,0	0,0

**Lecturers:** prof. PaedDr. Katarína Žilková, PhD.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde007/22	<b>Course title:</b> development of scientific approaches in language research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: block teaching, 12 hours (6 lectures / 6 seminars) Form of the course: in-person teaching, combined Number of hours: 1 credit = 25 hours, total: 150 hours, of which 12 hours of direct teaching, 48 hours of home preparation for classes, 90 hours divided according to the study plan (50:50) as 45 hours during the semester to prepare for short tests (3x15h) + 45 hours to prepare for the final colloquium Teaching methods: explanation, discussion on selected topics, work with scientific text, heuristic method, critical analysis and comparison of individual approaches, problem-solving tasks, guided self-study, colloquium	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Interim assessment (50 points/percent): 3 short tests focused on the content of the individual thematic units (3 x 16.7 points). A minimum of 12.5 points must be obtained from each test. Final assessment (50 points/percent): During the final colloquium, the aspirants present and justify their opinions on the selected topic based on the acquired theoretical knowledge, research results and ideas from guided discussions during the course. (50 points). Final grades are awarded based on the scale: A (100 - 95 %, excellent – outstanding results), B (94 - 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 - 0 %, fail – further work required).	

The final evaluation reflects the aspirant's degree of orientation in the field of sociolinguistics; ability to select, relate and synthesize acquired theoretical knowledge; degree of coherence in their view of the complexity of sociolinguistics; level of analytical, linguistic and critical thinking; ability to apply theoretical knowledge to their professional practice at the tertiary level; to design, evaluate and modify stimuli for theoretical, empirical or applied research; the level of presentation and argumentation skills; competence to use knowledge for their personal and professional development.

Excellent: mastering the educational content and understanding the topic in all its complexity is at an excellent level; the aspirant's speech is characterized by well-thought-out argumentation with a clear and logical structure supported by their evaluative and critical attitudes while using an accurate conceptual apparatus; the thoroughness of preparation is reflected in active participation in seminars where the aspirant initiates and encourages the direction of discussions;

Very good: mastery of the educational content and understanding of the topic is solid; the speech of the aspirant is characterized by well-structured argumentation supported by taking their own evaluative and critical attitudes while using a reliable conceptual apparatus; home preparation is reflected in participation in seminars where the aspirant actively joins and develops discussions;

Good: mastery of the educational content and understanding of the topic is at an appropriate level, the speech of the aspirant is characterized by the ability to formulate and organize their argumentation clearly, which is supported by evaluative and critical attitudes using a moderately developed conceptual apparatus; home preparation is reflected in participation in seminars; the aspirant's activity and reactions to the content of discussions are at the expected level;

Satisfactory: mastering the educational content and understanding of the topic is superficial, the aspirant's speech is characterized by distorted argumentation with a low degree of connection with their own evaluative and critical attitudes; accuracy and degree of conceptual implementation is below average, home preparation is reflected in limited participation in seminars; the aspirant does not actively develop discussions; when invited to the debate, the aspirant responds, however, their answers are at a basic level;

Sufficient: mastering the educational content and understanding of the topic is at a basic level characterized by many shortcomings and superficiality; in the aspirant's speech, professional argumentation, the precision of the conceptual apparatus and formulation of evaluative and critical attitudes are almost absent; preparation for seminars is inconsistent, which is reflected in passivity and avoidance of direct discussions and answers;

Fail: mastery of the educational content and understanding of the topic is insufficient, as well as the level of use of the conceptual apparatus; the speech completely lacks argumentation, evaluative attitudes and critical views; understanding of the scientific context and preparation for seminars are insufficient.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The graduate has a systematic set of knowledge about the historical and philosophical context of the origins of linguistics as an independent scientific discipline; systematic and comprehensive knowledge of the main representatives of linguistic thinking and the contribution of their works to language study; can explain, interpret, discuss and draw conclusions about the basic principles and goals of the most significant linguistic schools;

can spot and compare differences between the European and American language schools;

has mastered fundamental methodological approaches of linguistics;

has the ability to assess how current trends in linguistics build on original works and how they overcome them;  
knows and understands how scientific outputs in the field of linguistics transcend into the applied level at the level of teaching, learning and language acquisition;  
can actively search for scientific information, recognize the theoretical background of the studied scientific literature; summarize, compare and critically evaluate scientific publications from theoretical and empirical perspectives;  
knows and is well-oriented in scientific linguistic journals in order to obtain new information and use it in their own professional work;  
has developed effective self-study strategies, an ability to clearly formulate, justify and defend their own professional opinions and attitudes and present them effectively.

**Class syllabus:**

Course overview:

1. Introductory discussion on basic concepts of linguistic research in order to present linguistic work from the perspective of the pre-scientific period, the main representatives and their vision of the language, the most significant milestones in linguistic thinking, their theoretical basis and overlaps in modern linguistics, aspects of developing skills and competencies related to scientific literature.

2. General approaches to language research, descriptive, historical and comparative linguistics, the work of Humboldt, Schleicher and the Neogrammarians:

By critical analysis of selected works, students develop a comprehensive view of the complex theoretical aspects of contemporary language research, evaluate the reach and timeliness of the main representatives' ideas in terms of current theories; through analysis and synthesis of theoretical knowledge, students develop their skills to consolidate abstract knowledge.

3. Structuralism, descriptivism, formal and functional linguistics, Copenhagen, Prague and Geneva Linguistic Schools:

By critical analysis and comparison of individual schools and movements from the diachronic and synchronous perspectives, by synthesizing and consolidating an extensive network of theoretical knowledge, students create a comprehensive view of the complex theoretical basis of natural language; evaluate the philosophical, historical and methodological contribution of the movements in question to the building of linguistic theory and reflect their impact on the development of the discipline.

4. Linguistics as an interdisciplinary subject (psycholinguistics, neurolinguistics, semiotics, philosophy of language, corpus linguistics, computational linguistics, etc.): Students learn about the scope and nature of interdisciplinary cooperation and its impact on finding room for innovation in progressive linguistics research as a starting point for developing desirable methodological and linguo-didactic skills. Students develop their analytical-critical and meta-linguistic thinking as a basis for flexibility, creativity and insight of the scientific researcher.

**Recommended literature:**

Compulsory literature:

(selected chapters)

ČERNÝ, J. 2005. Malé dějiny lingvistiky. Vyd. 1. Praha: Portál, 2005.

DOLNÍK, J. 2009. Všeobecná jazykoveda. Bratislava: VEDA, 2009.

DOLNÍK, J. 2013. Všeobecná jazykoveda opis a vysvetľovanie jazyka, Bratislava: VEDA, 2013.

ONDREJOVIČ, S. 2008. Jazyk, veda o jazyku, societa. Bratislava: VEDA, 2008.

ALLAN, K. 2013. The Oxford handbook of the history of linguistics. Oxford: Oxford University Press. 2013.

Recommended literature:

(selected chapters)

AUROUX, S., ed. 2000. History of the language sciences: an international handbook on the evolution of the study of language from the beginnings to the present, Volume 1. Berlin, Boston: De Gruyter Mouton, 2000. [viewed 2021-12-06]. URL: <<https://www.degruyter.com/serial/hskhls-b/html>>

AUROUX, S. ed. 2001. History of the language sciences: an international handbook on the evolution of the study of language from the beginnings to the present, Volume 2. Berlin, Boston: De Gruyter Mouton, 2001. [viewed 2021-12-06]. URL: <<https://www.degruyter.com/serial/hskhls-b/html>>

AUROUX, S. ed. 2006. History of the language sciences: an international handbook on the evolution of the study of language from the beginnings to the present, Volume 3. Berlin, Boston: De Gruyter Mouton, 2006. [viewed 2021-12-06]. URL: <<https://www.degruyter.com/serial/hskhls-b/html>>

AITCHISON, J. 1978. Linguistics. Sevenoaks: Hodder And Stoughton, 1978.

COMRIE, B. 1988. Linguistic typology. In: Annual Review of Anthropology, Vol. 17, pp. 145-159, 1988. [cit. 2021-12-06]. URL: <[https://www.jstor.org/stable/2155909?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/2155909?seq=1#metadata_info_tab_contents)>

FAWCETT, R. P. 1980. Cognitive Linguistics and Social Interaction: Towards an integrated model of systemic-functional grammar and other components of a communicating mind. Heidelberg: Julius Groos/Exeter, University of Exeter, 1980.

GREWENDORF, G./HAMM, F./STERNFELD, W. 1997. Sprachliches Wissen. 9. Aufl. Frankfurt am Main: Suhrkamp, 1997.

HARRIS, R. A. 1993. The linguistics wars. New York: Oxford University Press, 1993.

KELLER, R. 2003. Sprachwandel. Tübingen und Basel: Francke, 2003.

LYONS, J. 1975. Introduction to theoretical linguistics. London: Cambridge, 1975.

SARFATI, G-E./PAVEAU, M-A. 2014. Les grandes théories de la linguistique - De la grammaire comparée à la pragmatique: De la grammaire comparée à la pragmatique, Paris: Broché, 2014.

VACHEK, J./Krojzlová, K./Hladký, J. 1992. A Linguistic Characterology of Modern English. Praha: SPN, 1992.

WIDDOWSON, H. G. 1996. Linguistics. Oxford: Oxford University Press, 1996.

The listed resources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. György Domokos, PhD., Mgr. Tomáš Hlava, PhD., PaedDr. Peter Gergel, PhD., prof. PhDr. Mária Vajičková, CSc., PhDr. Mojmír Malovecký, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde007/22	<b>Course title:</b> development of scientific approaches in language research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: block teaching, 12 hours (6 lectures / 6 seminars) Form of the course: in-person teaching, combined Number of hours: 1 credit = 25 hours, total: 150 hours, of which 12 hours of direct teaching, 48 hours of home preparation for classes, 90 hours divided according to the study plan (50:50) as 45 hours during the semester to prepare for short tests (3x15h) + 45 hours to prepare for the final colloquium Teaching methods: explanation, discussion on selected topics, work with scientific text, heuristic method, critical analysis and comparison of individual approaches, problem-solving tasks, guided self-study, colloquium	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Interim assessment (50 points/percent): 3 short tests focused on the content of the individual thematic units (3 x 16.7 points). A minimum of 12.5 points must be obtained from each test. Final assessment (50 points/percent): During the final colloquium, the aspirants present and justify their opinions on the selected topic based on the acquired theoretical knowledge, research results and ideas from guided discussions during the course. (50 points). Final grades are awarded based on the scale: A (100 - 95 %, excellent – outstanding results), B (94 - 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 - 0 %, fail – further work required).	

The final evaluation reflects the aspirant's degree of orientation in the field of sociolinguistics; ability to select, relate and synthesize acquired theoretical knowledge; degree of coherence in their view of the complexity of sociolinguistics; level of analytical, linguistic and critical thinking; ability to apply theoretical knowledge to their professional practice at the tertiary level; to design, evaluate and modify stimuli for theoretical, empirical or applied research; the level of presentation and argumentation skills; competence to use knowledge for their personal and professional development.

Excellent: mastering the educational content and understanding the topic in all its complexity is at an excellent level; the aspirant's speech is characterized by well-thought-out argumentation with a clear and logical structure supported by their evaluative and critical attitudes while using an accurate conceptual apparatus; the thoroughness of preparation is reflected in active participation in seminars where the aspirant initiates and encourages the direction of discussions;

Very good: mastery of the educational content and understanding of the topic is solid; the speech of the aspirant is characterized by well-structured argumentation supported by taking their own evaluative and critical attitudes while using a reliable conceptual apparatus; home preparation is reflected in participation in seminars where the aspirant actively joins and develops discussions;

Good: mastery of the educational content and understanding of the topic is at an appropriate level, the speech of the aspirant is characterized by the ability to formulate and organize their argumentation clearly, which is supported by evaluative and critical attitudes using a moderately developed conceptual apparatus; home preparation is reflected in participation in seminars; the aspirant's activity and reactions to the content of discussions are at the expected level;

Satisfactory: mastering the educational content and understanding of the topic is superficial, the aspirant's speech is characterized by distorted argumentation with a low degree of connection with their own evaluative and critical attitudes; accuracy and degree of conceptual implementation is below average, home preparation is reflected in limited participation in seminars; the aspirant does not actively develop discussions; when invited to the debate, the aspirant responds, however, their answers are at a basic level;

Sufficient: mastering the educational content and understanding of the topic is at a basic level characterized by many shortcomings and superficiality; in the aspirant's speech, professional argumentation, the precision of the conceptual apparatus and formulation of evaluative and critical attitudes are almost absent; preparation for seminars is inconsistent, which is reflected in passivity and avoidance of direct discussions and answers;

Fail: mastery of the educational content and understanding of the topic is insufficient, as well as the level of use of the conceptual apparatus; the speech completely lacks argumentation, evaluative attitudes and critical views; understanding of the scientific context and preparation for seminars are insufficient.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The graduate has a systematic set of knowledge about the historical and philosophical context of the origins of linguistics as an independent scientific discipline; systematic and comprehensive knowledge of the main representatives of linguistic thinking and the contribution of their works to language study; can explain, interpret, discuss and draw conclusions about the basic principles and goals of the most significant linguistic schools;

can spot and compare differences between the European and American language schools;

has mastered fundamental methodological approaches of linguistics;

has the ability to assess how current trends in linguistics build on original works and how they overcome them;  
knows and understands how scientific outputs in the field of linguistics transcend into the applied level at the level of teaching, learning and language acquisition;  
can actively search for scientific information, recognize the theoretical background of the studied scientific literature; summarize, compare and critically evaluate scientific publications from theoretical and empirical perspectives;  
knows and is well-oriented in scientific linguistic journals in order to obtain new information and use it in their own professional work;  
has developed effective self-study strategies, an ability to clearly formulate, justify and defend their own professional opinions and attitudes and present them effectively.

**Class syllabus:**

Course overview:

1. Introductory discussion on basic concepts of linguistic research in order to present linguistic work from the perspective of the pre-scientific period, the main representatives and their vision of the language, the most significant milestones in linguistic thinking, their theoretical basis and overlaps in modern linguistics, aspects of developing skills and competencies related to scientific literature.

2. General approaches to language research, descriptive, historical and comparative linguistics, the work of Humboldt, Schleicher and the Neogrammarians:

By critical analysis of selected works, students develop a comprehensive view of the complex theoretical aspects of contemporary language research, evaluate the reach and timeliness of the main representatives' ideas in terms of current theories; through analysis and synthesis of theoretical knowledge, students develop their skills to consolidate abstract knowledge.

3. Structuralism, descriptivism, formal and functional linguistics, Copenhagen, Prague and Geneva Linguistic Schools:

By critical analysis and comparison of individual schools and movements from the diachronic and synchronous perspectives, by synthesizing and consolidating an extensive network of theoretical knowledge, students create a comprehensive view of the complex theoretical basis of natural language; evaluate the philosophical, historical and methodological contribution of the movements in question to the building of linguistic theory and reflect their impact on the development of the discipline.

4. Linguistics as an interdisciplinary subject (psycholinguistics, neurolinguistics, semiotics, philosophy of language, corpus linguistics, computational linguistics, etc.): Students learn about the scope and nature of interdisciplinary cooperation and its impact on finding room for innovation in progressive linguistics research as a starting point for developing desirable methodological and linguo-didactic skills. Students develop their analytical-critical and meta-linguistic thinking as a basis for flexibility, creativity and insight of the scientific researcher.

**Recommended literature:**

Compulsory literature:

(selected chapters)

ČERNÝ, J. 2005. Malé dějiny lingvistiky. Vyd. 1. Praha: Portál, 2005.

DOLNÍK, J. 2009. Všeobecná jazykoveda. Bratislava: VEDA, 2009.

DOLNÍK, J. 2013. Všeobecná jazykoveda opis a vysvetľovanie jazyka, Bratislava: VEDA, 2013.

ONDREJOVIČ, S. 2008. Jazyk, veda o jazyku, societa. Bratislava: VEDA, 2008.

ALLAN, K. 2013. The Oxford handbook of the history of linguistics. Oxford: Oxford University Press. 2013.

Recommended literature:

(selected chapters)

AUROUX, S., ed. 2000. History of the language sciences: an international handbook on the evolution of the study of language from the beginnings to the present, Volume 1. Berlin, Boston: De Gruyter Mouton, 2000. [viewed 2021-12-06]. URL: <<https://www.degruyter.com/serial/hskhls-b/html>>

AUROUX, S. ed. 2001. History of the language sciences: an international handbook on the evolution of the study of language from the beginnings to the present, Volume 2. Berlin, Boston: De Gruyter Mouton, 2001. [viewed 2021-12-06]. URL: <<https://www.degruyter.com/serial/hskhls-b/html>>

AUROUX, S. ed. 2006. History of the language sciences: an international handbook on the evolution of the study of language from the beginnings to the present, Volume 3. Berlin, Boston: De Gruyter Mouton, 2006. [viewed 2021-12-06]. URL: <<https://www.degruyter.com/serial/hskhls-b/html>>

AITCHISON, J. 1978. Linguistics. Sevenoaks: Hodder And Stoughton, 1978.

COMRIE, B. 1988. Linguistic typology. In: Annual Review of Anthropology, Vol. 17, pp. 145-159, 1988. [cit. 2021-12-06]. URL: <[https://www.jstor.org/stable/2155909?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/2155909?seq=1#metadata_info_tab_contents)>

FAWCETT, R. P. 1980. Cognitive Linguistics and Social Interaction: Towards an integrated model of systemic-functional grammar and other components of a communicating mind. Heidelberg: Julius Groos/Exeter, University of Exeter, 1980.

GREWENDORF, G./HAMM, F./STERNFELD, W. 1997. Sprachliches Wissen. 9. Aufl. Frankfurt am Main: Suhrkamp, 1997.

HARRIS, R. A. 1993. The linguistics wars. New York: Oxford University Press, 1993.

KELLER, R. 2003. Sprachwandel. Tübingen und Basel: Francke, 2003.

LYONS, J. 1975. Introduction to theoretical linguistics. London: Cambridge, 1975.

SARFATI, G-E./PAVEAU, M-A. 2014. Les grandes théories de la linguistique - De la grammaire comparée à la pragmatique: De la grammaire comparée à la pragmatique, Paris: Broché, 2014.

VACHEK, J./Krojzlová, K./Hladký, J. 1992. A Linguistic Characterology of Modern English. Praha: SPN, 1992.

WIDDOWSON, H. G. 1996. Linguistics. Oxford: Oxford University Press, 1996.

The listed resources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. György Domokos, PhD., Mgr. Tomáš Hlava, PhD., PaedDr. Peter Gergel, PhD., prof. PhDr. Mária Vajičková, CSc., PhDr. Mojmír Malovecký, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde008/22	<b>Course title:</b> didactics of literature
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: block teaching, total 12 hours (6 hours of lectures / 6 hours of seminars), in-person teaching and hybrid form Workload of a course: total 150 hours 12 hours of direct instruction; 38 hours of study time outside of class; 50 hours for the elaboration of co-report and research paper (20 and 30 hours); 50 hours of preparation for the final evaluation (presentation and colloquial exam) Educational methods: Explanation, working with a scientific text, brainstorming, heuristic method, topic discussion, critical analysis and comparison of particular theories, problem-solving tasks, applying theoretical knowledge into practice, self-directed learning, colloquium	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course requirements for evaluation: It is required to actively participate in lectures and seminars, to prepare and present research paper, to write research paper, colloquial presentation of knowledge. Evaluation: A (100 – 95 %, excellent – outstanding results), B (94 – 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 % satisfactory – fair but with significant shortcomings), E (79 – 75 % sufficient – performance meets the minimum criteria), Fx (74 – 0 % fail – further work required). Excellent: excellent knowledge of literature from a particular literary period, ability to interpret, analytical thinking, formulating critical attitudes in connection with the application of theoretical knowledge into practice. Structural, autonomous, and creative elaboration of given topics, excellent knowledge of terminology.	

Very good: very good knowledge of literature from a particular literary period, the ability to interconnect the knowledge with theory and apply it into practise, elaboration of given topics with minor mistakes. Very good ability of analytical thinking and formulating critical attitudes.

Good: average knowledge of literature from a particular literary period, the ability to interconnect the knowledge with theory and apply it into practise based on new terminology. Good ability of analytical thinking and formulating critical attitudes.

Satisfactory: Vague knowledge of literature from a particular literary period, insufficient ability to interconnect the knowledge and use it when solving problems, incoherent expression accompanied by mistakes.

Sufficient: the contents are handled with major deficiencies, lack of understanding of the problem and interpretation procedures, missing scientific argumentation and formulation of critical attitudes.

Fail: insufficient knowledge, misunderstanding of the matter and interpretation procedure, lack of terminology knowledge.

### **Learning outcomes:**

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Aims: The aim of the course is to deepen the knowledge of the students when it comes to new approaches in the field of didactics of literature. It stems from the socio-cultural changes of the current world and focuses on the handling of texts of all types and the intercultural concept of education.

Outputs: The students can formulate (in a particular context) the tasks of literary education along with the methodological conceptions of working with texts. They gain new knowledge in an active way and thus develop the ability to critically analyse and understand literature in broader perspective. They are capable of solving complex projects, actively incorporate in their own procedures information and innovations from different field, present and interconnect their research with the current socio-cultural requirements.

### **Class syllabus:**

Course overview:

Didactics of literature, Literary socialization, Reading competence, literary reception (competence), The interconnection of individual, social and cultural meaning of literature, Literature in context (literary anthropology and media history), Literary context in didactics of literature and foreign language didactics, The roles of literary education, The concepts of literary education, New media and literary education, The models, phases and procedures in literary education, The models of organisation in literary education, The issue of evaluation and evaluating criteria as a permanent part in the interaction between teacher and student.

### **Recommended literature:**

Compulsory literature:

JAVORČÍKOVÁ, J./KOVÁČ, S. 2020. Aktuálny stav výskumu čitateľskej gramotnosti skúsených používateľov anglického jazyka na Slovensku. In Jazykovedné, literárnovedné a didaktické kolokvium L-7. Bratislava: Z-F LINGUA, 2020, 207–228.

LENČOVÁ, I. 2008. Literárny artefakt vo výučbe cudzích jazykov. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2008.

MIKULÁŠ, R. a kol. 2016. Podoby literárnej vedy teórie – metódy – smery. Bratislava: VEDA, 2016.

PRŠOVÁ, E. 2015. Literárny text v komunikačno-zážitkovom vyučovaní: vysokoškolská učebnica [CD-ROM]. Banská Bystrica : Vydavateľstvo Univerzity Mateja Bela – Belianum. 2015.

Recommended literature:

- DAWIDOWSKI, Ch. (ed.) 2013. Bildung durch Dichtung - Literarische Bildung: Bildungsdiskurse literaturvermittelnder Institutionen um 1900 und um 2000. Frankfurt: Peter Lang Edition, 2013
- DAWIDOWSKI, Ch./KORTE, H. (eds.) 2009. Literaturdidaktik empirisch. Aktuelle und historische Aspekte, Reihe „Bibliographien zur Literatur - und Mediengeschichte“. Frankfurt a. M.: Peter Lang, 2009.
- DOHRN, A. 2007. Leseförderung mit literarischen Texten im DaZ-Unterricht. Frankfurt am Main: Peter Lang GmbH, 2007.
- EHLERS, S. 2006. Sprachförderung und Literalität. Flensburg: Universität Flensburg, 2006.
- GÓMEZ-PABLOS CALVO, B. 2014. Acercar los clásicos de literatura española a lectores extranjeros In: Actas del 17 Encuentro de profesores de español de Eslovaquia [electronic source]. – Bratislava : Embajada de España en Eslovaquia, 2014. - S. 79-89 [CD-ROM].
- GÓMEZ-PABLOS CALVO, B. 2014. Didáctica de ELE : Fundamentos de didáctica. – 1. vol. Nümbrecht: Kirsch-Verlag, 2014. – 224 p.
- GÓMEZ-PABLOS CALVO, B. 2007. La adaptación de los clásicos en el aula de ELE In: Aktuelle Tendenzen in der romanistischen Didaktik. - Hamburg: Verlag Dr. Kováč, 2007. - p. 9-41. Edición: Schriftenreihe Studien zur Romanistik; Bd. 11
- GÓMEZ-PABLOS CALVO, B./OLLIVIER, Ch. Aktuelle Tendenzen in der romanistischen Didaktik. - Hamburg: Verlag Dr. Kováč, 2007. - 275 p. - (Schriftenreihe Studien zur Romanistik ; Bd. 11)
- GROEBEN, N./HURRELMANN, B. (eds.) 2002. Medienkompetenz. Voraussetzungen, Dimensionen, Funktionen. München: Juvent., 2002.
- GUERRERO RUIZ, P./ CARO VALVERDE, M. T. (coords.). 2015. Didáctica de la lengua y educación literaria. Madrid: Ediciones Pirámide, 2015.
- JAVORČÍKOVÁ, J. 2015. Genology as a noetic instrument to understanding literature / Jana Javorčíková. In Radomskie studia filologiczne. Radom: Uniwersytet Technologiczno-Humanistyczny, 2015, 98–105.
- JAVORČÍKOVÁ, J. 2018. Zázračná moc čítania: od čitateľského (seba) uvedomenia k samostatnému čitateľovi = The surprising power of reading: from reading awareness to an independent reader. In Aplikované jazyky v univerzitnom kontexte 5. Zvolen: Technická univerzita vo Zvolene, 2018, 8–21.
- JAVORČÍKOVÁ, J./KOVÁČ, S. 2018. Gramotnosť versus čítanie: niekoľko poznámok k pojmovej základni. In Jazykovedné, literárnovedné a didaktické kolokvium [elektronický zdroj] = Linguistic, Literary and Didactic Colloquium : non-conference reviewed collection of papers : zborník vedeckých prác a štúdií. 49. 1. vol. Bratislava: Z-F LINGUA. 2018. CD
- JURADO MORALES, J., ZAYAS MARTÍNEZ, F. 2002. La literatura en la enseñanza del español como lengua extranjera. Propuesta metodológica y aplicaciones didácticas de textos de la literatura española contemporánea. Cádiz: Universidad de Cádiz. 2002.
- KAMMLER, C. 2000. Neue Literaturtheorien und Unterrichtspraxis. Baltmannsweiler : Schneider Verlag Hohengehren, 2000.
- KOPPENSTEINER, J. 2001. Literatur im DaF – Unterricht. Wien: öbv und hpt. 2001.
- 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, 50–57.
- MCRAE J./BOARDMAN, R. 1993. (selected chapters). Reading Between the Lines. Cambridge: Cambridge University Press, 1993.
- MENDOZA FILLOLA, A. 1996. “Observar, comparar, integrar: el tratamiento didáctico de la literatura desde el enfoque intertextual y comparativo.” In: Lenguaje y textos, 8: 1996, 9–54.

MIKULÁŠOVÁ, A. 2011. Diskurse der Kinder- und Jugendliteraturforschung. Nümbrecht: Kirsch Verlag 2011.  
WRIGHT, A. 1993. (selected chapters). Pictures of Language Learning. Cambridge: Cambridge University Press, 1993.  
WRIGHT, A. 1995. (selected chapters). Storytelling With Children. Oxford : Oxford University Press, 1995.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 4

A	ABS	B	C	D	E	FX
50,0	0,0	25,0	25,0	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Ivica Kolečáni Lenčová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde008/22	<b>Course title:</b> didactics of literature
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: block teaching, total 12 hours (6 hours of lectures / 6 hours of seminars), in-person teaching and hybrid form Workload of a course: total 150 hours 12 hours of direct instruction; 38 hours of study time outside of class; 50 hours for the elaboration of co-report and research paper (20 and 30 hours); 50 hours of preparation for the final evaluation (presentation and colloquial exam) Educational methods: Explanation, working with a scientific text, brainstorming, heuristic method, topic discussion, critical analysis and comparison of particular theories, problem-solving tasks, applying theoretical knowledge into practice, self-directed learning, colloquium	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course requirements for evaluation: It is required to actively participate in lectures and seminars, to prepare and present research paper, to write research paper, colloquial presentation of knowledge. Evaluation: A (100 – 95 %, excellent – outstanding results), B (94 – 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 % satisfactory – fair but with significant shortcomings), E (79 – 75 % sufficient – performance meets the minimum criteria), Fx (74 – 0 % fail – further work required). Excellent: excellent knowledge of literature from a particular literary period, ability to interpret, analytical thinking, formulating critical attitudes in connection with the application of theoretical knowledge into practice. Structural, autonomous, and creative elaboration of given topics, excellent knowledge of terminology.	

Very good: very good knowledge of literature from a particular literary period, the ability to interconnect the knowledge with theory and apply it into practise, elaboration of given topics with minor mistakes. Very good ability of analytical thinking and formulating critical attitudes.

Good: average knowledge of literature from a particular literary period, the ability to interconnect the knowledge with theory and apply it into practise based on new terminology. Good ability of analytical thinking and formulating critical attitudes.

Satisfactory: Vague knowledge of literature from a particular literary period, insufficient ability to interconnect the knowledge and use it when solving problems, incoherent expression accompanied by mistakes.

Sufficient: the contents are handled with major deficiencies, lack of understanding of the problem and interpretation procedures, missing scientific argumentation and formulation of critical attitudes.

Fail: insufficient knowledge, misunderstanding of the matter and interpretation procedure, lack of terminology knowledge.

### **Learning outcomes:**

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Aims: The aim of the course is to deepen the knowledge of the students when it comes to new approaches in the field of didactics of literature. It stems from the socio-cultural changes of the current world and focuses on the handling of texts of all types and the intercultural concept of education.

Outputs: The students can formulate (in a particular context) the tasks of literary education along with the methodological conceptions of working with texts. They gain new knowledge in an active way and thus develop the ability to critically analyse and understand literature in broader perspective. They are capable of solving complex projects, actively incorporate in their own procedures information and innovations from different field, present and interconnect their research with the current socio-cultural requirements.

### **Class syllabus:**

Course overview:

Didactics of literature, Literary socialization, Reading competence, literary reception (competence), The interconnection of individual, social and cultural meaning of literature, Literature in context (literary anthropology and media history), Literary context in didactics of literature and foreign language didactics, The roles of literary education, The concepts of literary education, New media and literary education, The models, phases and procedures in literary education, The models of organisation in literary education, The issue of evaluation and evaluating criteria as a permanent part in the interaction between teacher and student.

### **Recommended literature:**

Compulsory literature:

JAVORČÍKOVÁ, J./KOVÁČ, S. 2020. Aktuálny stav výskumu čitateľskej gramotnosti skúsených používateľov anglického jazyka na Slovensku. In Jazykovedné, literárnovedné a didaktické kolokvium L-7. Bratislava: Z-F LINGUA, 2020, 207–228.

LENČOVÁ, I. 2008. Literárny artefakt vo výučbe cudzích jazykov. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2008.

MIKULÁŠ, R. a kol. 2016. Podoby literárnej vedy teórie – metódy – smery. Bratislava: VEDA, 2016.

PRŠOVÁ, E. 2015. Literárny text v komunikačno-zážitkovom vyučovaní: vysokoškolská učebnica [CD-ROM]. Banská Bystrica : Vydavateľstvo Univerzity Mateja Bela – Belianum. 2015.

Recommended literature:

- DAWIDOWSKI, Ch. (ed.) 2013. Bildung durch Dichtung - Literarische Bildung: Bildungsdiskurse literaturvermittelnder Institutionen um 1900 und um 2000. Frankfurt: Peter Lang Edition, 2013
- DAWIDOWSKI, Ch./KORTE, H. (eds.) 2009. Literaturdidaktik empirisch. Aktuelle und historische Aspekte, Reihe „Bibliographien zur Literatur - und Mediengeschichte“. Frankfurt a. M.: Peter Lang, 2009.
- DOHRN, A. 2007. Leseförderung mit literarischen Texten im DaZ-Unterricht. Frankfurt am Main: Peter Lang GmbH, 2007.
- EHLERS, S. 2006. Sprachförderung und Literalität. Flensburg: Universität Flensburg, 2006.
- GÓMEZ-PABLOS CALVO, B. 2014. Acercar los clásicos de literatura española a lectores extranjeros In: Actas del 17 Encuentro de profesores de español de Eslovaquia [electronic source]. – Bratislava : Embajada de España en Eslovaquia, 2014. - S. 79-89 [CD-ROM].
- GÓMEZ-PABLOS CALVO, B. 2014. Didáctica de ELE : Fundamentos de didáctica. – 1. vol. Nümbrecht: Kirsch-Verlag, 2014. – 224 p.
- GÓMEZ-PABLOS CALVO, B. 2007. La adaptación de los clásicos en el aula de ELE In: Aktuelle Tendenzen in der romanistischen Didaktik. - Hamburg: Verlag Dr. Kováč, 2007. - p. 9-41. Edición: Schriftenreihe Studien zur Romanistik; Bd. 11
- GÓMEZ-PABLOS CALVO, B./OLLIVIER, Ch. Aktuelle Tendenzen in der romanistischen Didaktik. - Hamburg: Verlag Dr. Kováč, 2007. - 275 p. - (Schriftenreihe Studien zur Romanistik ; Bd. 11)
- GROEBEN, N./HURRELMANN, B. (eds.) 2002. Medienkompetenz. Voraussetzungen, Dimensionen, Funktionen. München: Juvent., 2002.
- GUERRERO RUIZ, P./ CARO VALVERDE, M. T. (coords.). 2015. Didáctica de la lengua y educación literaria. Madrid: Ediciones Pirámide, 2015.
- JAVORČÍKOVÁ, J. 2015. Genology as a noetic instrument to understanding literature / Jana Javorčíková. In Radomskie studia filologiczne. Radom: Uniwersytet Technologiczno-Humanistyczny, 2015, 98–105.
- JAVORČÍKOVÁ, J. 2018. Zázračná moc čítania: od čitateľského (seba) uvedomenia k samostatnému čitateľovi = The surprising power of reading: from reading awareness to an independent reader. In Aplikované jazyky v univerzitnom kontexte 5. Zvolen: Technická univerzita vo Zvolene, 2018, 8–21.
- JAVORČÍKOVÁ, J./KOVÁČ, S. 2018. Gramotnosť versus čítanie: niekoľko poznámok k pojmovej základni. In Jazykovedné, literárnovedné a didaktické kolokvium [elektronický zdroj] = Linguistic, Literary and Didactic Colloquium : non-conference reviewed collection of papers : zborník vedeckých prác a štúdií. 49. 1. vol. Bratislava: Z-F LINGUA. 2018. CD
- JURADO MORALES, J., ZAYAS MARTÍNEZ, F. 2002. La literatura en la enseñanza del español como lengua extranjera. Propuesta metodológica y aplicaciones didácticas de textos de la literatura española contemporánea. Cádiz: Universidad de Cádiz. 2002.
- KAMMLER, C. 2000. Neue Literaturtheorien und Unterrichtspraxis. Baltmannsweiler : Schneider Verlag Hohengehren, 2000.
- KOPPENSTEINER, J. 2001. Literatur im DaF – Unterricht. Wien: öbv und hpt. 2001.
- 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, 50–57.
- MCRAE J./BOARDMAN, R. 1993. (selected chapters). Reading Between the Lines. Cambridge: Cambridge University Press, 1993.
- MENDOZA FILLOLA, A. 1996. “Observar, comparar, integrar: el tratamiento didáctico de la literatura desde el enfoque intertextual y comparativo.” In: Lenguaje y textos, 8: 1996, 9–54.

MIKULÁŠOVÁ, A. 2011. Diskurse der Kinder- und Jugendliteraturforschung. Nümbrecht: Kirsch Verlag 2011.  
WRIGHT, A. 1993. (selected chapters). Pictures of Language Learning. Cambridge: Cambridge University Press, 1993.  
WRIGHT, A. 1995. (selected chapters). Storytelling With Children. Oxford : Oxford University Press, 1995.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 4

A	ABS	B	C	D	E	FX
50,0	0,0	25,0	25,0	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Ivica Kolečáni Lenčová, PhD., doc. Mgr. Andrea Mikulášová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde001/22	<b>Course title:</b> graduate colloquium
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Block teaching together 12 hours, 6 hours of lectures/6 hours of seminars per week: per level/semester: 6l/6s Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 150 hours: of which 12 hours of direct teaching, 24 hours of home preparation for teaching, 114 hours divided according to the study plan (50:50) as 57 hours during the semester for preparation for tests from each of the three parts of the course + 57 hours preparation of seminar work for the final assessment Teaching methods: interactive lecture, seminar, discussion of the topic, presentation of seminar work in the form of a paper, work in small groups; problem-solving, tests	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment: presentation of a research project Final assessment: submission of a part of the developed research project in written form and its defence To complete the course, the student must achieve a minimum of 75 points. The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). Differentiated final assessment according to individual levels: Excellent: precise formulation of the intention of the work plan and excellent knowledge of the current state of research, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects needed to process the topic, significant proportion of own arguments and own results of work, including pointing to open questions (desiderates), differentiated language, correct use of terminology, easy-to-read style,	

grammatically, orthographically and stylistically minimal number of errors, taking into account a large amount of literature, formally correct adjustment (adherence to the citation standard, etc.), excellent ability to present work results independently and incorporate comments.

Very good: solid elaboration of the topic concerning the objectives, very good knowledge of the scientific context, logical division of the work 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, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), very good ability to present the results independently.

Good: average elaboration of the topic concerning the objectives, superficial connection with the current state of research issues, mostly logical argumentation, mostly correct mediation of arguments from secondary literature, mostly correct use of terminology, grammatically, orthographically, stylistically at a good level, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), good ability to present the results of the work independently and incorporate comments.

Satisfactory: only a rough outline of the problem, superficial knowledge of the scientific context, inaccurate mediation of arguments taken from the literature, largely correct use of terminology, several grammatical, orthographic, stylistic errors, more grammatical, orthographic and stylistic errors, use of a small amount of literature.

Sufficient: superficial processing of the topic and without own contribution by mechanical adoption from various sources, inaccurate use of terminology, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to present theoretical knowledge independently in connection with practical applications.

Fail: insufficient elaboration of the topic, minimal or no knowledge of the scientific context, weak, resp. no argumentation, large number of orthographic, stylistic errors, large formal shortcomings.

### **Learning outcomes:**

Learning outcomes:

Learning objectives: to develop the ability to design scientific research, to present partial results of own research work.

Learning outcomes: The graduate of the course acquires information about the design of scientific research, prepares for the defence of a research project and the presentation of partial results of his/her research in the form of project presentation with proposals of own inventive solutions, acquires the ability to comment on specific research plans and at an interdisciplinary level.

### **Class syllabus:**

Course overview:

Block 1: Introductory information about the design of scientific research, the basic principles of written processing, and presentation of research results. By synthesizing theoretical knowledge, students develop skills to combine abstract knowledge, they develop skills to apply theoretical knowledge to research and pedagogical practice; develop the skills, competences, and competencies of language teachers in tertiary education.

Block 2: Preparation for the defence of a research project, presentation of partial research results, and critical discussion about them. Students, by critical analysis and comparison of individual theories from the point of view of diachronic and synchronous, by synthesizing and reconciling theoretical knowledge, create a comprehensive view of the complex theoretical basis of the topic of their dissertation; re-evaluate the relevance of existing theories for their research and in general in streamlining foreign language teaching.

Block 3: Presentations of scientific research projects and debates. Students will process a set of their own beliefs, opinions, and attitudes based on acquired theoretical knowledge, based on research findings from domestic and foreign research, and confront them with subjective experiences. In presenting, reasoning, and directing the colloquial discussion, they form presentation and argumentation skills.

**Recommended literature:**

Compulsory literature:

GAVORA, P. A KOL. 2010. Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. URL: <<http://www.e-metodologia.fedu.uniba.sk/>>.

NĚMEC V. 2002. Projektový management Praha: Grada, 2002.

ONDREJKOVIČ, P./MAJERČÍKOVÁ, J. 2012. Vysvetlenie, porozumenie a interpretácia v spoločenskovednom výskume. Bratislava, Slovensko: VEDA, 2012.

SVOZILOVÁ A. 2006. Projektový management, Praha: Grada, 2006.

Recommended literature:

CASPARI, D./KLIPPER, F./LEGUTKE, M. 2016. Forschungsmethoden in der Fremdsprachendidaktik: Ein Handbuch. Tübingen: Narr Francke Attempto, 2016.

DOFF, S. 2012. Fremdsprachenunterricht empirisch erforschen: Grundlagen - Methoden – Anwendung. Tübingen: Gunter Narr Verlag, 2012.

FLICK, U./KARDORFF, E./STEINKE, I. 2005. Qualitative Forschung: Ein Handbuch. Reinbek bei Hamburg: Rowohlt, 2005.

HERMOCHOVÁ S. 2007. Teambuilding, Praha: Grada, 2007.

KOMMEIER, M. 2016. Wissenschaftlich schreiben leicht gemacht: Für Bachelor, Master und Dissertation. Tübingen: UTB, 2016.

KOTHARI, R. C. 1990. Research methodology: Methods & Techniques. New Delhi: New Age International. URL: <<http://www2.hcmuaf.edu.vn/data/quoctuan/Research%20Methodology%20-%20Methods%20and%20Techniques%202004.pdf>>.

KUMAR, R. 2011. Research methodology: a step-by-step guide for beginners. London: SAGE. URL: <[http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)>.

LABAREE, R. V. 2018. Organizing Your Social Sciences Research Paper: Purpose of Guide. California: University of Southern California. URL: <<http://libguides.usc.edu/writingguide/purpose>>.

MORLING, B. 2012. Research methods in psychology: Evaluating a world of information. New York, NY: Norton, 2012.

The British Psychological Society, 2014. Code of Human Research Ethics. St Andrews, Scotland: The British Psychological Society. URL: <[https://www.ed.ac.uk/files/atoms/files/bps\\_code\\_of\\_human\\_research\\_ethics.pdf](https://www.ed.ac.uk/files/atoms/files/bps_code_of_human_research_ethics.pdf)>.

POSTER K./APPLEGARTH M. 2006. Projektový management. Praha: Portál, 2006.

ROSENAU, Milton D. 2007. Řízení projektů. 3. vyd. Brno: Computer Press, 2007.

SCHÖNECK, N. /Voß, W. 2005. Das Forschungsprojekt. Wiesbaden: Springer Fachmedien, 2005.

STANÍČEK Z. 2002. IT System 12/2002. URL: <<http://www.systemonline.cz>>.

Literature in the relevant language individually according to the focus of the research project.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**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	100,0	0,0

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., prof. György Domokos, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., doc. Mgr. Katarína Klimová, PhD., prof. PhDr. Zuzana Malinovská, CSc., doc. Tivadar Palágyi, PhD., doc. PhDr. Ivica Kolečáni Lenčová, PhD., doc. Mgr. Andrea Mikulášová, PhD., prof. PhDr. Mária Vajičková, CSc., Dr. habil. Tamás Karáth, PhD., prof. PhDr. Gabriela Lojová, PhD., doc. PaedDr. Martina Šipošová, PhD., Mgr. Roman Mikuláš, PhD.

**Last change:** 10.11.2022**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde001/22	<b>Course title:</b> graduate colloquium
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Block teaching together 12 hours, 6 hours of lectures/6 hours of seminars per week: per level/semester: 6l/6s Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 150 hours: of which 12 hours of direct teaching, 24 hours of home preparation for teaching, 114 hours divided according to the study plan (50:50) as 57 hours during the semester for preparation for tests from each of the three parts of the course + 57 hours preparation of seminar work for the final assessment Teaching methods: interactive lecture, seminar, discussion of the topic, presentation of seminar work in the form of a paper, work in small groups; problem-solving, tests	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment: presentation of a research project Final assessment: submission of a part of the developed research project in written form and its defence To complete the course, the student must achieve a minimum of 75 points. The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). Differentiated final assessment according to individual levels: Excellent: precise formulation of the intention of the work plan and excellent knowledge of the current state of research, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects needed to process the topic, significant proportion of own arguments and own results of work, including pointing to open questions (desiderates), differentiated language, correct use of terminology, easy-to-read style,	

grammatically, orthographically and stylistically minimal number of errors, taking into account a large amount of literature, formally correct adjustment (adherence to the citation standard, etc.), excellent ability to present work results independently and incorporate comments.

Very good: solid elaboration of the topic concerning the objectives, very good knowledge of the scientific context, logical division of the work 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, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), very good ability to present the results independently.

Good: average elaboration of the topic concerning the objectives, superficial connection with the current state of research issues, mostly logical argumentation, mostly correct mediation of arguments from secondary literature, mostly correct use of terminology, grammatically, orthographically, stylistically at a good level, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), good ability to present the results of the work independently and incorporate comments.

Satisfactory: only a rough outline of the problem, superficial knowledge of the scientific context, inaccurate mediation of arguments taken from the literature, largely correct use of terminology, several grammatical, orthographic, stylistic errors, more grammatical, orthographic and stylistic errors, use of a small amount of literature.

Sufficient: superficial processing of the topic and without own contribution by mechanical adoption from various sources, inaccurate use of terminology, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to present theoretical knowledge independently in connection with practical applications.

Fail: insufficient elaboration of the topic, minimal or no knowledge of the scientific context, weak, resp. no argumentation, large number of orthographic, stylistic errors, large formal shortcomings.

### **Learning outcomes:**

Learning outcomes:

Learning objectives: to develop the ability to design scientific research, to present partial results of own research work.

Learning outcomes: The graduate of the course acquires information about the design of scientific research, prepares for the defence of a research project and the presentation of partial results of his/her research in the form of project presentation with proposals of own inventive solutions, acquires the ability to comment on specific research plans and at an interdisciplinary level.

### **Class syllabus:**

Course overview:

Block 1: Introductory information about the design of scientific research, the basic principles of written processing, and presentation of research results. By synthesizing theoretical knowledge, students develop skills to combine abstract knowledge, they develop skills to apply theoretical knowledge to research and pedagogical practice; develop the skills, competences, and competencies of language teachers in tertiary education.

Block 2: Preparation for the defence of a research project, presentation of partial research results, and critical discussion about them. Students, by critical analysis and comparison of individual theories from the point of view of diachronic and synchronous, by synthesizing and reconciling theoretical knowledge, create a comprehensive view of the complex theoretical basis of the topic of their dissertation; re-evaluate the relevance of existing theories for their research and in general in streamlining foreign language teaching.

Block 3: Presentations of scientific research projects and debates. Students will process a set of their own beliefs, opinions, and attitudes based on acquired theoretical knowledge, based on research findings from domestic and foreign research, and confront them with subjective experiences. In presenting, reasoning, and directing the colloquial discussion, they form presentation and argumentation skills.

**Recommended literature:**

Compulsory literature:

GAVORA, P. A KOL. 2010. Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. URL: <<http://www.e-metodologia.fedu.uniba.sk/>>.

NĚMEC V. 2002. Projektový management Praha: Grada, 2002.

ONDREJKOVIČ, P./MAJERČÍKOVÁ, J. 2012. Vysvetlenie, porozumenie a interpretácia v spoločenskovednom výskume. Bratislava, Slovensko: VEDA, 2012.

SVOZILOVÁ A. 2006. Projektový management, Praha: Grada, 2006.

Recommended literature:

CASPARI, D./KLIPPER, F./LEGUTKE, M. 2016. Forschungsmethoden in der Fremdsprachendidaktik: Ein Handbuch. Tübingen: Narr Francke Attempto, 2016.

DOFF, S. 2012. Fremdsprachenunterricht empirisch erforschen: Grundlagen - Methoden – Anwendung. Tübingen: Gunter Narr Verlag, 2012.

FLICK, U./KARDORFF, E./STEINKE, I. 2005. Qualitative Forschung: Ein Handbuch. Reinbek bei Hamburg: Rowohlt, 2005.

HERMOCHOVÁ S. 2007. Teambuilding, Praha: Grada, 2007.

KOMMEIER, M. 2016. Wissenschaftlich schreiben leicht gemacht: Für Bachelor, Master und Dissertation. Tübingen: UTB, 2016.

KOTHARI, R. C. 1990. Research methodology: Methods & Techniques. New Delhi: New Age International. URL: <<http://www2.hcmuaf.edu.vn/data/quoctuan/Research%20Methodology%20-%20Methods%20and%20Techniques%202004.pdf>>.

KUMAR, R. 2011. Research methodology: a step-by-step guide for beginners. London: SAGE. URL: <[http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)>.

LABAREE, R. V. 2018. Organizing Your Social Sciences Research Paper: Purpose of Guide. California: University of Southern California. URL: <<http://libguides.usc.edu/writingguide/purpose>>.

MORLING, B. 2012. Research methods in psychology: Evaluating a world of information. New York, NY: Norton, 2012.

The British Psychological Society, 2014. Code of Human Research Ethics. St Andrews, Scotland: The British Psychological Society. URL: <[https://www.ed.ac.uk/files/atoms/files/bps\\_code\\_of\\_human\\_research\\_ethics.pdf](https://www.ed.ac.uk/files/atoms/files/bps_code_of_human_research_ethics.pdf)>.

POSTER K./APPLEGARTH M. 2006. Projektový management. Praha: Portál, 2006.

ROSENAU, Milton D. 2007. Řízení projektů. 3. vyd. Brno: Computer Press, 2007.

SCHÖNECK, N. /Voß, W. 2005. Das Forschungsprojekt. Wiesbaden: Springer Fachmedien, 2005.

STANÍČEK Z. 2002. IT System 12/2002. URL: <<http://www.systemonline.cz>>.

Literature in the relevant language individually according to the focus of the research project.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**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	100,0	0,0

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., prof. György Domokos, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., doc. Mgr. Katarína Klimová, PhD., prof. PhDr. Zuzana Malinovská, CSc., doc. Tivadar Palágyi, PhD., doc. PhDr. Ivica Kolečáni Lenčová, PhD., doc. Mgr. Andrea Mikulášová, PhD., prof. PhDr. Mária Vajičková, CSc., Mgr. Roman Mikuláš, PhD., Dr. habil. Tamás Karáth, PhD., prof. PhDr. Gabriela Lojová, PhD., doc. PaedDr. Martina Šipošová, PhD.

**Last change:** 10.11.2022**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b>					
<b>Course ID:</b> PdF.KRoJL/D-VDZde012/22		<b>Course title:</b> inclusive pedagogy			
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 2., 4.					
<b>Educational level:</b> III.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Ivica Kolečáni Lenčová, PhD., prof. PaedDr. Miroslava Bartoňová, PhD.					
<b>Last change:</b>					
<b>Approved by:</b> prof. György Domokos, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b>					
<b>Course ID:</b> PdF.KRoJL/D-VDZde012/22		<b>Course title:</b> inclusive pedagogy			
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 1., 3.					
<b>Educational level:</b> III.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Ivica Kolečáni Lenčová, PhD., prof. PaedDr. Miroslava Bartoňová, PhD.					
<b>Last change:</b>					
<b>Approved by:</b> prof. György Domokos, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde006/22	<b>Course title:</b> mathematical and statistical methods (group A)
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities Type of activities: seminar/lecture Number of hours: 12 hours of lectures per semester in the form of a seminar per week: per level/semester: 12s Form of the course: in-person teaching, combined, LMS MOODLE will be used within blended learning. Student workload: 12 hours of classes; 48 hours preparation of ongoing tasks; 80 hours of seminar work preparation, and 40 hours of final test preparation. A total of 180 hours of student work. Teaching methods: lecture, discussion of the topic; small group work; problem-solving, guided self-study – processing of partial tasks according to the lecturer's assignment during the semester and their submission in electronic form within a specified period, which the teacher continuously checks and evaluates	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpretation statistical concepts. During the semester, students submit 5 assignments of 6 points, which will focus on solving statistical tasks using software MS EXCEL and JASP from individual topics (descriptive statistics, correlation, and regression analysis, sample survey, hypothesis testing) and at the end of the semester the student submits and presents a semester work for 40 points. The semester work will include separate statistical processing and interpretation of quantitative research (own or taken over data from diploma, rigorous or dissertation theses, for example). The student submits the work in electronic form MS WORD and MS EXCEL, prepares the presentation in MS PowerPoint or Prezi. By elaborating and presenting the semester project, the student will prove that he/she is able to independently statistically evaluate quantitative research and interpret them. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E.	

Credits will not be awarded to a student who obtains less than 3 points in any of the 5 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the points.

The assessment is given on a scale:

A (100-91%, excellent – outstanding results), the student has excellent knowledge of theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them correctly and clearly; solves tasks in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem. He/she is active in seminars. He/she brings his/her own experience and observations from practice into teaching. His/her oral and written speech is correct, citational correct, grammatically flawless.

B (90-81%, very good – above the average standard), the student masters the theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them correctly and clearly with minor shortcomings, has acquired key competencies, can respond promptly during lectures at the teacher's challenges, the student is initiative and asks questions in the context of the issues addressed. His/her written expression in the seminar paper is correct, grammatically flawless, and creative. He/she brings his/her own experience and observations from practice into teaching. The results of his/her activities are of good quality, with minor shortcomings.

C (80-73%, good – generally sound work), the student masters the theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them at an average, i.e. good level, he/she has acquired theoretical knowledge and skills using MS EXCEL and JASP in solving tasks can respond to the challenges of the teacher. The student himself/herself is not proactive, he/she does not ask questions in the context of the problem. His/her communication style is not disturbing, but he/she is not sure of his/her answer and his/her speech does not have significant disruptive elements. He/she transmits practical experience with problems. His/her grammatical expression is of lower quality.

D (72-66%, satisfactory – fair but with significant shortcomings), the student masters the subject at a satisfactory level. He/she masters the theory with smaller gaps, but he/she does not know how to apply it to the solution of practical experience, he/she needs help in interpreting the obtained statistical data. He/she is less active during teaching, does not bring new solutions, he/she plays the role of a passive observer. Memorization is more prevalent in the student, as opposed to critical thinking. The practical analysis is less constructive. His/her written speech has certain inaccuracies and even more serious shortcomings.

E (65-60%, sufficient – performance meets the minimum criteria), the student masters the theoretical knowledge of statistical data processing at a low level, the instructions, and challenges of the teacher responds with considerable inaccuracies; the student himself/herself is not proactive and does not ask questions in the context of the problem. He/she applies theoretical knowledge with considerable problems, on a practical level he/she has no recommendations for the right solutions. Rather, the student is in the position of a passive recipient of knowledge and is not active in seminars. The student is not creative, he/she relies on numerous quotations without his/her own opinion. His/her grammatical expression is not flawless and stylistically correct.

Fx (59-0%, fail – further work required) this assessment is given to the student if he/she does not meet some of the required minimum criteria and is not admitted to the final test. This means that the student does not have the acquired knowledge and skills to such an extent that would allow him/her to meet at least the minimum criteria for a successful evaluation.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The student is able to design data collection, organization, and classification adequate to their research, based on hypotheses, is able to test hypotheses using statistical tests and present data and interpret the test result. After completing the course, the student will be able to choose the appropriate statistical method in quantitative research. He will gain skills in data processing and evaluation and will be able to use MS EXCEL and JASP software. He/she will understand the importance of the obtained statistical data and will be able to evaluate and interpret the obtained statistical results of quantitative research

**Class syllabus:**

Course overview:

Introduction to the types of variables and basic theory of statistics. Mastering the creation of descriptive file statistics in MS Excel and JASP. Ability to test statistical hypotheses using parametric and non-parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.

1. Collection, sorting, and organization of data.
2. Descriptive statistics – description of the statistical file, data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables – probability distribution
6. Sample survey
7. Estimates of basic set characteristics
8. Hypothesis testing – one-sample hypothesis tests
9. Hypothesis testing – two-sample hypothesis tests
10. Hypothesis testing – nonparametric tests
11. – 12. Presentation of the semester project

**Recommended literature:**

Recommended literature:

COHEN, B. H./LEA, R. B. 2004. Essentials of Statistics for the Social and Behavioral Sciences. Hoboken: John Wiley and Sons, 2004, Inc.

GRAVATTER, F. J./WALLNAU, L. B. 2009. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009.

MARKECHOVÁ, D./TIRPÁKOVÁ, A./STEHLÍKOVÁ, B. 2011. Základy štatistiky pre pedagógov Nitra 2011.

PAGANO, R. R. 2009. Understanding Statistics in the Behavioral Sciences. 9th ed. Belmont: Wadsworth.

CHAJDIAK J. 2013. Štatistika jednoducho v Exceli, Statis, Bratislava 2013.

NEUBAUER, J./SEDLAČÍK, M./KŘÍŽ, O. 2016. Základy štatistiky. Praha, Grada, 2016.

RIMARČÍK, M. 2007. Štatistika pre prax. Košice, Marián Rimarčík, 2007

**Languages necessary to complete the course:**

Slovak and English – study of foreign literature

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. PaedDr. Lilla Koreňová, PhD.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde006/22	<b>Course title:</b> mathematical and statistical methods (group A)
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities Type of activities: seminar/lecture Number of hours: 12 hours of lectures per semester in the form of a seminar per week: per level/semester: 12s Form of the course: in-person teaching, combined, LMS MOODLE will be used within blended learning. Student workload: 12 hours of classes; 48 hours preparation of ongoing tasks; 80 hours of seminar work preparation, and 40 hours of final test preparation. A total of 180 hours of student work. Teaching methods: lecture, discussion of the topic; small group work; problem-solving, guided self-study – processing of partial tasks according to the lecturer's assignment during the semester and their submission in electronic form within a specified period, which the teacher continuously checks and evaluates	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving aimed at understanding and interpretation statistical concepts. During the semester, students submit 5 assignments of 6 points, which will focus on solving statistical tasks using software MS EXCEL and JASP from individual topics (descriptive statistics, correlation, and regression analysis, sample survey, hypothesis testing) and at the end of the semester the student submits and presents a semester work for 40 points. The semester work will include separate statistical processing and interpretation of quantitative research (own or taken over data from diploma, rigorous or dissertation theses, for example). The student submits the work in electronic form MS WORD and MS EXCEL, prepares the presentation in MS PowerPoint or Prezi. By elaborating and presenting the semester project, the student will prove that he/she is able to independently statistically evaluate quantitative research and interpret them. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E.	

Credits will not be awarded to a student who obtains less than 3 points in any of the 5 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the points.

The assessment is given on a scale:

A (100-91%, excellent – outstanding results), the student has excellent knowledge of theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them correctly and clearly; solves tasks in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem. He/she is active in seminars. He/she brings his/her own experience and observations from practice into teaching. His/her oral and written speech is correct, citational correct, grammatically flawless.

B (90-81%, very good – above the average standard), the student masters the theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them correctly and clearly with minor shortcomings, has acquired key competencies, can respond promptly during lectures at the teacher's challenges, the student is initiative and asks questions in the context of the issues addressed. His/her written expression in the seminar paper is correct, grammatically flawless, and creative. He/she brings his/her own experience and observations from practice into teaching. The results of his/her activities are of good quality, with minor shortcomings.

C (80-73%, good – generally sound work), the student masters the theoretical knowledge of data collection for quantitative research and statistical data processing and can interpret them at an average, i.e. good level, he/she has acquired theoretical knowledge and skills using MS EXCEL and JASP in solving tasks can respond to the challenges of the teacher. The student himself/herself is not proactive, he/she does not ask questions in the context of the problem. His/her communication style is not disturbing, but he/she is not sure of his/her answer and his/her speech does not have significant disruptive elements. He/she transmits practical experience with problems. His/her grammatical expression is of lower quality.

D (72-66%, satisfactory – fair but with significant shortcomings), the student masters the subject at a satisfactory level. He/she masters the theory with smaller gaps, but he/she does not know how to apply it to the solution of practical experience, he/she needs help in interpreting the obtained statistical data. He/she is less active during teaching, does not bring new solutions, he/she plays the role of a passive observer. Memorization is more prevalent in the student, as opposed to critical thinking. The practical analysis is less constructive. His/her written speech has certain inaccuracies and even more serious shortcomings.

E (65-60%, sufficient – performance meets the minimum criteria), the student masters the theoretical knowledge of statistical data processing at a low level, the instructions, and challenges of the teacher responds with considerable inaccuracies; the student himself/herself is not proactive and does not ask questions in the context of the problem. He/she applies theoretical knowledge with considerable problems, on a practical level he/she has no recommendations for the right solutions. Rather, the student is in the position of a passive recipient of knowledge and is not active in seminars. The student is not creative, he/she relies on numerous quotations without his/her own opinion. His/her grammatical expression is not flawless and stylistically correct.

Fx (59-0%, fail – further work required) this assessment is given to the student if he/she does not meet some of the required minimum criteria and is not admitted to the final test. This means that the student does not have the acquired knowledge and skills to such an extent that would allow him/her to meet at least the minimum criteria for a successful evaluation.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The student is able to design data collection, organization, and classification adequate to their research, based on hypotheses, is able to test hypotheses using statistical tests and present data and interpret the test result. After completing the course, the student will be able to choose the appropriate statistical method in quantitative research. He will gain skills in data processing and evaluation and will be able to use MS EXCEL and JASP software. He/she will understand the importance of the obtained statistical data and will be able to evaluate and interpret the obtained statistical results of quantitative research

**Class syllabus:**

Course overview:

Introduction to the types of variables and basic theory of statistics. Mastering the creation of descriptive file statistics in MS Excel and JASP. Ability to test statistical hypotheses using parametric and non-parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.

1. Collection, sorting, and organization of data.
2. Descriptive statistics – description of the statistical file, data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables – probability distribution
6. Sample survey
7. Estimates of basic set characteristics
8. Hypothesis testing – one-sample hypothesis tests
9. Hypothesis testing – two-sample hypothesis tests
10. Hypothesis testing – nonparametric tests
11. – 12. Presentation of the semester project

**Recommended literature:**

Recommended literature:

COHEN, B. H./LEA, R. B. 2004. Essentials of Statistics for the Social and Behavioral Sciences. Hoboken: John Wiley and Sons, 2004, Inc.

GRAVATTER, F. J./WALLNAU, L. B. 2009. Statistics for the Behavioral Sciences. Belmont: Wadsworth, 2009.

MARKECHOVÁ, D./TIRPÁKOVÁ, A./STEHLÍKOVÁ, B. 2011. Základy štatistiky pre pedagógov Nitra 2011.

PAGANO, R. R. 2009. Understanding Statistics in the Behavioral Sciences. 9th ed. Belmont: Wadsworth.

CHAJDIAK J. 2013. Štatistika jednoducho v Exceli, Statis, Bratislava 2013.

NEUBAUER, J./SEDLAČÍK, M./KŘÍŽ, O. 2016. Základy štatistiky. Praha, Grada, 2016.

RIMARČÍK, M. 2007. Štatistika pre prax. Košice, Marián Rimarčík, 2007

**Languages necessary to complete the course:**

Slovak and English – study of foreign literature

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. PaedDr. Lilla Koreňová, PhD.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde009/22	<b>Course title:</b> media society
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: block teaching, 12 hours (6 lectures / 6 seminars) Form of the course: in-person teaching, combined Number of hours: 150 hours 12 hours of direct teaching; 55 hours of home preparation for classes, self-study; 83 hours of preparation for the theoretical work. Teaching methods: multimodal and intercultural education, brainstorming, heuristic method, discussion on individual topics related to media practice, project work, solving specific problem-tasks using social examples, application of theoretical knowledge into practice, guided self-study, work with scientific media text, critical analysis of media approaches	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Interim assessment: During the semester, students will actively prepare their standpoints on specific media issues through discussions, guided self-study, brainstorming, work with scientific texts and critical analysis (40%). Final assessment: The final work will take the form of a project on the topic of media society through a selected critical approach (60%). To complete the course, the student must achieve at least 70%. Final grades are awarded based on the scale: A (100 - 95 %, excellent – outstanding results), B (94 - 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 - 0 %, fail – further work required).	

Excellent: excellent knowledge of the international scientific field, the use of theoretical concepts in students' own texts at an excellent level, the ability of complex analytical thinking in solving specific problem-tasks, the use of critical thinking in working with media material and in selecting appropriate methods and approaches during the application of theoretical knowledge into practice; elaboration of a project on the topic of media society with the integration of innovative practices at an excellent level.

Very good: knowledge from the international scientific field is very well mastered, the use of theoretical concepts in students' texts is at a solid level, ability of appropriate analytical thinking in solving specific problem-tasks, use of critical thinking in working with media material and during the selection of appropriate methods and approaches during the application of theoretical knowledge into practice with a minimal error rate, elaboration of a project on the topic of media society with the integration of innovative practices at a very good level.

Good: average knowledge of the international scientific field, the use of theoretical concepts in students' texts is at a good level, the ability of analytical thinking in solving some problem-tasks, a certain level of error in the use of critical thinking in working with media material and during the selection of methods and approaches during the application of theoretical knowledge into practice, elaboration of a project on the topic of media society with the integration of innovative practices at a good level.

Satisfactory: partially mastered knowledge of the international scientific field, occasional use of appropriate theoretical concepts in students' texts, the ability of analytical thinking in solving partial problem-tasks, occasional use of critical thinking in working with media material and during the selection of partially appropriate methods and approaches during the application of theoretical knowledge into practice, elaboration of a project on the topic of media society with the integration of innovative practices at a sufficient level, but with errors.

Sufficient: knowledge of the international scientific field is mastered with several shortcomings, appropriate theoretical concepts in students' texts are used only rarely, there is a lack of sufficient analytical thinking in solving problem-tasks, large inaccuracies in the use of critical thinking when working with media material and during the selection of appropriate methods and approaches during the application of theoretical knowledge in practice, elaboration of a project on the topic of media society with the integration of innovative practices at a sufficient level, but with big mistakes.

Fail: insufficient knowledge of the international scientific field, inappropriate theoretical concepts in students' texts, a lack of analytical thinking in solving problem-tasks, insufficient use of critical thinking in working with media material and during the selection of appropriate methods and approaches during the application of theoretical knowledge into practice, project development on the topic of a media society with the integration of innovative practices at an insufficient level.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Knowledge:

Students will be able to understand the changing role of new technologies in the media society and know how to use these technologies in their own scientific and didactic practice, given the findings of international research. Students will be able to think critically about the direction of the current media influence and take a critical and theoretically-based stance on events that affect today's society, education and science. They will be able to take a valuable and creative stance in solving problematic situations associated with the search for and use of new technologies.

Skills:

Students will know how to practically use the multimodal tendencies associated with School 2.0 and adapt them in a relevant way for their scientific and didactic practice. In this way, they will develop skills for appropriately targeted and ethical media approaches at various levels of education in the public and private sectors to contribute to the development of their field.

Competencies:

Students will acquire theoretical and didactic competencies that will lead them to the application of humanistic, intercultural, media and student-friendly means and methods for foreign language education at various levels of schools. They will be able to design, competently and in line with international research and practice, innovative and interdisciplinary methodological procedures, taking into account all relevant social, scientific and aesthetic aspects of media education.

### **Class syllabus:**

Course overview:

1. Critical thinking about the media company.
2. Development of media consciousness. Information society. Social networks.
3. Remediation. Intermediality. Transmediality.
4. The emergence of new literary practices.
5. Change of cultural environment under the influence of the media. The intercultural dimension.
6. Media and the question of fiction.
7. The influence of the media on identity.
8. Collaboration. Remix culture. The question of authorship.
9. Multimodal education.
10. Development of creativity in the media environment.

### **Recommended literature:**

Compulsory literature:

BREČKA, S. 1999. Mediálna výchova. Bratislava: Národné centrum mediálnej komunikácie, 1999.

PRAVDOVÁ, H. 2003. Mediálna kultúra v procese globalizácie. Bratislava: Peter Mačura-PEEM, 2003.

SUWARA, B./HUSÁROVÁ, Z. (Ed.) 2012. V sieti strednej Európy: nielen o elektronickej literatúre. Bratislava: Ústav svetovej literatúry a SAP, 2012.

Recommended literature:

BOLTER, J. D./GRUSIN, R. 2001. Remediation: Understanding New Media. Cambridge, MA: The MIT Press, 2001.

FULLER, M. (Ed.) 2008. Software Studies: A Lexicon. Cambridge, MA: The MIT Press, 2008.

HAYLES, N. K. 2008. Electronic Literature: New Horizons for the Literary. Notre Dame: University of Notre Dame, 2008.

HUSÁROVÁ, Z. 2012. A method of teaching multimodal creative writing. In: Studies in Foreign Language Education No. 4. Nümbrecht: Kirsch-Verlag, pp. 113–132, 2012.

JENKINS, H. et al. 2006. Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. Chicago: The MacArthur Foundation, 2006.

PERRIN, D. 2015. Medienlinguistik. Stuttgart: UTB GmbH; Konstanz: UVK, 2015, 3. aktual. Aufl, 2015.

PRENSKY, M. 2006. Don't Bother Me Mom—I'm Learning!: How Computer And Video Games Are Preparing Your Kids for Twenty-First Century Success And How You Can Help!. St. Paul: Paragon House, 2006.

RAESSENS, J. 2006. Playful Identities, or the Ludification of Culture. In: Games and Culture, Vol. 1, No. 1, pp. 52–57, 2006.

REHM, M. 1991. Lexikon Buch, Bibliothek, neue Medien. München: K. G. Saur, 1991.

<p>RYAN, M. L. 2008. Media and Narrative. In: Herman, D./Jahn, M./Ryan, M. L. (Ed.): Routledge Encyclopedia of Narrative Theory. London, New York: Routledge, pp. 288–292, 2008.</p> <p>SMITH, H./DEAN, R. T. 2009. Practice-led Research, Research-led Practice in the Creative Arts. Edinburgh University Press, 2009.</p> <p>YELLAND, N. 2007. Shift to the future: Rethinking learning with new technologies in education. London, New York: Routledge, 2007.</p> <p>WILKE, J. 2008. Grundzüge der Medien- und Kommunikationsgeschichte. Konstanz: UVK Verlagsgesellschaft, Köln: Böhlau, 2008.</p>						
<p><b>Languages necessary to complete the course:</b> Slovak and English or German or French or Spanish or Italian</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 1</p>						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b> doc. Mgr. Andrea Mikulášová, PhD.</p>						
<p><b>Last change:</b> 11.11.2022</p>						
<p><b>Approved by:</b> prof. György Domokos, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde009/22	<b>Course title:</b> media society
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: block teaching, 12 hours (6 lectures / 6 seminars) Form of the course: in-person teaching, combined Number of hours: 150 hours 12 hours of direct teaching; 55 hours of home preparation for classes, self-study; 83 hours of preparation for the theoretical work. Teaching methods: multimodal and intercultural education, brainstorming, heuristic method, discussion on individual topics related to media practice, project work, solving specific problem-tasks using social examples, application of theoretical knowledge into practice, guided self-study, work with scientific media text, critical analysis of media approaches	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Interim assessment: During the semester, students will actively prepare their standpoints on specific media issues through discussions, guided self-study, brainstorming, work with scientific texts and critical analysis (40%). Final assessment: The final work will take the form of a project on the topic of media society through a selected critical approach (60%). To complete the course, the student must achieve at least 70%. Final grades are awarded based on the scale: A (100 - 95 %, excellent – outstanding results), B (94 - 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 - 0 %, fail – further work required).	

Excellent: excellent knowledge of the international scientific field, the use of theoretical concepts in students' own texts at an excellent level, the ability of complex analytical thinking in solving specific problem-tasks, the use of critical thinking in working with media material and in selecting appropriate methods and approaches during the application of theoretical knowledge into practice; elaboration of a project on the topic of media society with the integration of innovative practices at an excellent level.

Very good: knowledge from the international scientific field is very well mastered, the use of theoretical concepts in students' texts is at a solid level, ability of appropriate analytical thinking in solving specific problem-tasks, use of critical thinking in working with media material and during the selection of appropriate methods and approaches during the application of theoretical knowledge into practice with a minimal error rate, elaboration of a project on the topic of media society with the integration of innovative practices at a very good level.

Good: average knowledge of the international scientific field, the use of theoretical concepts in students' texts is at a good level, the ability of analytical thinking in solving some problem-tasks, a certain level of error in the use of critical thinking in working with media material and during the selection of methods and approaches during the application of theoretical knowledge into practice, elaboration of a project on the topic of media society with the integration of innovative practices at a good level.

Satisfactory: partially mastered knowledge of the international scientific field, occasional use of appropriate theoretical concepts in students' texts, the ability of analytical thinking in solving partial problem-tasks, occasional use of critical thinking in working with media material and during the selection of partially appropriate methods and approaches during the application of theoretical knowledge into practice, elaboration of a project on the topic of media society with the integration of innovative practices at a sufficient level, but with errors.

Sufficient: knowledge of the international scientific field is mastered with several shortcomings, appropriate theoretical concepts in students' texts are used only rarely, there is a lack of sufficient analytical thinking in solving problem-tasks, large inaccuracies in the use of critical thinking when working with media material and during the selection of appropriate methods and approaches during the application of theoretical knowledge in practice, elaboration of a project on the topic of media society with the integration of innovative practices at a sufficient level, but with big mistakes.

Fail: insufficient knowledge of the international scientific field, inappropriate theoretical concepts in students' texts, a lack of analytical thinking in solving problem-tasks, insufficient use of critical thinking in working with media material and during the selection of appropriate methods and approaches during the application of theoretical knowledge into practice, project development on the topic of a media society with the integration of innovative practices at an insufficient level.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Knowledge:

Students will be able to understand the changing role of new technologies in the media society and know how to use these technologies in their own scientific and didactic practice, given the findings of international research. Students will be able to think critically about the direction of the current media influence and take a critical and theoretically-based stance on events that affect today's society, education and science. They will be able to take a valuable and creative stance in solving problematic situations associated with the search for and use of new technologies.

Skills:

Students will know how to practically use the multimodal tendencies associated with School 2.0 and adapt them in a relevant way for their scientific and didactic practice. In this way, they will develop skills for appropriately targeted and ethical media approaches at various levels of education in the public and private sectors to contribute to the development of their field.

Competencies:

Students will acquire theoretical and didactic competencies that will lead them to the application of humanistic, intercultural, media and student-friendly means and methods for foreign language education at various levels of schools. They will be able to design, competently and in line with international research and practice, innovative and interdisciplinary methodological procedures, taking into account all relevant social, scientific and aesthetic aspects of media education.

### **Class syllabus:**

Course overview:

1. Critical thinking about the media company.
2. Development of media consciousness. Information society. Social networks.
3. Remediation. Intermediality. Transmediality.
4. The emergence of new literary practices.
5. Change of cultural environment under the influence of the media. The intercultural dimension.
6. Media and the question of fiction.
7. The influence of the media on identity.
8. Collaboration. Remix culture. The question of authorship.
9. Multimodal education.
10. Development of creativity in the media environment.

### **Recommended literature:**

Compulsory literature:

BREČKA, S. 1999. Mediálna výchova. Bratislava: Národné centrum mediálnej komunikácie, 1999.

PRAVDOVÁ, H. 2003. Mediálna kultúra v procese globalizácie. Bratislava: Peter Mačura-PEEM, 2003.

SUWARA, B./HUSÁROVÁ, Z. (Ed.) 2012. V sieti strednej Európy: nielen o elektronickej literatúre. Bratislava: Ústav svetovej literatúry a SAP, 2012.

Recommended literature:

BOLTER, J. D./GRUSIN, R. 2001. Remediation: Understanding New Media. Cambridge, MA: The MIT Press, 2001.

FULLER, M. (Ed.) 2008. Software Studies: A Lexicon. Cambridge, MA: The MIT Press, 2008.

HAYLES, N. K. 2008. Electronic Literature: New Horizons for the Literary. Notre Dame: University of Notre Dame, 2008.

HUSÁROVÁ, Z. 2012. A method of teaching multimodal creative writing. In: Studies in Foreign Language Education No. 4. Nümbrecht: Kirsch-Verlag, pp. 113–132, 2012.

JENKINS, H. et al. 2006. Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. Chicago: The MacArthur Foundation, 2006.

PERRIN, D. 2015. Medienlinguistik. Stuttgart: UTB GmbH; Konstanz: UVK, 2015, 3. aktual. Aufl, 2015.

PRENSKY, M. 2006. Don't Bother Me Mom—I'm Learning!: How Computer And Video Games Are Preparing Your Kids for Twenty-First Century Success And How You Can Help!. St. Paul: Paragon House, 2006.

RAESSENS, J. 2006. Playful Identities, or the Ludification of Culture. In: Games and Culture, Vol. 1, No. 1, pp. 52–57, 2006.

REHM, M. 1991. Lexikon Buch, Bibliothek, neue Medien. München: K. G. Saur, 1991.

<p>RYAN, M. L. 2008. Media and Narrative. In: Herman, D./Jahn, M./Ryan, M. L. (Ed.): Routledge Encyclopedia of Narrative Theory. London, New York: Routledge, pp. 288–292, 2008.</p> <p>SMITH, H./DEAN, R. T. 2009. Practice-led Research, Research-led Practice in the Creative Arts. Edinburgh University Press, 2009.</p> <p>YELLAND, N. 2007. Shift to the future: Rethinking learning with new technologies in education. London, New York: Routledge, 2007.</p> <p>WILKE, J. 2008. Grundzüge der Medien- und Kommunikationsgeschichte. Konstanz: UVK Verlagsgesellschaft, Köln: Böhlau, 2008.</p>						
<p><b>Languages necessary to complete the course:</b> Slovak and English or German or French or Spanish or Italian</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 1</p>						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b> doc. Mgr. Andrea Mikulášová, PhD.</p>						
<p><b>Last change:</b> 11.11.2022</p>						
<p><b>Approved by:</b> prof. György Domokos, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde001/22	<b>Course title:</b> methodology of qualitative research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours of lectures and seminars per semester, combined form (primarily in-person teaching) Number of hours: total: 12 hours – 6 credits – 180 hours of students' work Classes – 12 hours; 50 hours of theoretical conceptualization (study of theoretical concepts in application to argumentation discourse, individual conceptualization of knowledge, mutual discussion of meanings); 80 hours of practical activities (designing and conducting research in collaboration with research subjects, evidence gathering, interpretation, self/reflection, portfolio management, self-evaluation). 38 hours of preparation for the exam in the form of e/portfolio defense. Teaching methods Active-productive teaching methodology: # Research and discovery, open practice, elaboration of information. Interactive-productive teaching methodology # Induction of principles, conceptualization of scientific knowledge. # Argumentative discourse at an appropriate level of intellectual complexity of doctoral studies. Form: # In-person teaching # Combined # Online	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Interim assessment involves: 1) Continuous elaboration and registration of documents in the e/portfolio and their presentation to the teacher. 2) Active participation in courses, which means engaging in argumentative discourse, inducing meanings and knowledge conceptualization. Argumentative discourses will always be thematic with the aim of constructing socially shared knowledge by students.	

Final assessment:

1) The course ends with a defense - co/evaluation of an e/portfolio related to the course in the form of an oral exam. During the semester, the student works on an e/portfolio related to the subject containing carefully selected evidence of how he/she develops their scientific knowledge and competencies related to the design of research as a tool of science. The E /portfolio concept is a proof of autonomy, competence, scientific integrity, student identity, creativity and self-presentation.

In general, the doctoral student's e/portfolio should include (unless specified otherwise by the teacher) the following items:

1. An overview of the student's selected research problem at a general level and the reason why he/she considers it an important challenge, including some recommendations on what the student has done to solve the problem. The student should make this introduction engaging and include photographs, graphics and possibly a video or audio introduction.
2. A description of the researched problem and the action to be taken.
3. A detailed description of the student's area of activity (activity context).
4. A literature review as a part of the process of planning the student's own research (research context) and references to authoritative sources.
5. Research question(s) reflecting constructional features typical for formulating research questions.
6. A brief but concise description of the research process (its sequence of steps).
7. Records of the organization, process, conditions of the student's research documenting the activity within several steps of his/her research, including the details of the collected data and the performed analysis.
8. The student's final essay ("How I become a researcher") about what he/she has learned/acquired in the individual steps, namely about himself/herself, his/her own actions, the context and the research process performed.
9. A collection of any artifacts: images, concept maps, records, interpretations, statements, notes, forms of self/reflections and videos, or other recordings or research blogs that the student wants to include in his/her e/portfolio.
10. Professional curriculum vitae of the student focused on highlighting practical experience related to the position and achieved competencies.

This e/portfolio overview will provide a defining context for the evidence to examine the tasks defined by the teacher. By elaborating, managing and defending the e/portfolio, the student will demonstrate his/her ability to critically evaluate the suitability of qualitative research in teaching, pedagogical sciences and related fields, including justification of the application of the principles of qualitative methodology.

To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. To complete the course successfully, it is necessary to obtain at least 60% of the points.

Final grades are awarded based on the scale:

A (100 - 91 %, excellent – outstanding results). The student shows outstanding results in terms of understanding and applying the principles of qualitative methodology, can analyze and think critically, is active in classes, engages in discussions through expert arguments, questions and logical considerations. His/Her knowledge is at an excellent level. Overall (including e/portfolio management and defense), the student demonstrates an expert competence at the level of mastery and management.

B (90 - 81 %, very good – above the average standard). The student shows very good results in terms of understanding and applying the principles of qualitative methodology, can analyze and think critically, is active in classes, engages in discussions through proficient arguments, answers and logical considerations. His/Her knowledge is at a very good level. Overall (including e/portfolio

management and defense), the student demonstrates proficient competence at the level of mastery and management.

C (80 – 73 %, good – generally sound work). The student shows adequate results in terms of understanding and applying the principles of qualitative methodology. He/She is sporadically active in classes, engages in discussions through knowledgeable considerations, his/her knowledge is at an average level. Overall (including e / portfolio management and defense), the student demonstrates a reduced competence at the level of mastery and management.

D (72 – 66 %, satisfactory – fair but with significant shortcomings). The student shows satisfactory results in terms of understanding and applying the principles of qualitative methodology, presents reflections only upon request, engages in discussions occasionally, is less active in classes. His/Her knowledge is at a satisfactory level, which corresponds to his/her typical answers. Overall (including e/portfolio management and defence), the student demonstrates a limited competence at the level of mastery and management.

E (65 – 60 %, sufficient – performance meets the minimum criteria). The student shows the minimum necessary results in terms of understanding and applying the principles of qualitative methodology, is passive in s, typically presents learned answers. Overall (including e/portfolio management and defense), the student's mastery and management competences are at the lowest acceptable level.

Fx (59 - 0 %, fail – further work required). The student demonstrates a significantly unsatisfactory level in all evaluated areas. This grade is given to a student who obtains less than 60 points out of the total number of points.

Defense of the subject portfolio 50%; active participation in thematic argumentation discourses 20%; interim tasks related to practical activities 20%; content, terminological, stylistic, graphic and grammatical structure of the written scientific text 10% of the total 100% evaluation. Credits will not be awarded to a student who does not complete any of the assigned topics and tasks. Within the provision of feedback, the co/evaluation will include recommendations and guidelines.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to introduce students to the concept of qualitative methodology in connection with teaching and pedagogical sciences (including related sciences) with a focus on the level of critical, evaluative, contextual thinking in terms of justifying the importance of the principles of qualitative methodology. This doctoral study course as a form of science education is focused on the students' readiness not only to design, manage, evaluate qualitatively-oriented research, but also to consider and evaluate the suitability of its use in teaching and pedagogical sciences.

After completing the course, the student:

- Has a relevant overview of the principles of qualitative methodology and their application based on the understanding of the theoretical background.
- Can identify the importance, regularities, conditions of application of qualitative research when considering its use. The student is aware that research is a tool of science.
- Can critically consider and justify the suitability of the inventory of research tools, methods, techniques for specific groups of subjects, research phenomena, research problems and objectives.
- Will be able to take a competent stand on the application of terminology of science methodology (qualitative methodology). Within it, he/she will be able to lead a discussion and argumentation in a reasonable atmosphere of scientific demands.
- Will be able to take a competent stand on the rationale (justification) for his/her research.

The course is primarily focused on emerging transferable competencies that are consistent with both the research methodology as well as other complementary courses within the study plan.

1. Concretized transferable competencies (Level of expert mastery and management.):
  - # Ability to master the terminology of research methodology with a focus on qualitative methodology.
  - # Ability to conduct communication using exact terminology of research methodology with a focus on qualitative methodology.
  - # Ability to design qualitatively-oriented research (investigation) within an adequate strategy, selected genre (type), using appropriate tools, methods, data acquisition techniques and techniques of research material elaboration.
  - # Ability to evaluate research a posteriori, pointing to its success.
  - # Ability to master and manage the organization of research in terms of personal professional feasibility plan.
  - # Ability to evaluate.
2. Scientific knowledge (Level of expert knowledge).
  - # Research methodology – qualitative methodology
3. Attitudes (Level of expert attitude).
  - # Taking a competent stand.
4. Values (Level of expert ethical conduct).
  - # Ethical conduct of a researcher in teaching and pedagogical sciences.

**Class syllabus:**

Course overview:

1. Qualitative methodology construct. Qualitative methodology and its principles. Construct of qualitative research. Reflection on conducting qualitative research.
2. Qualitatively-oriented methodological implications in teaching and pedagogical sciences.
3. Genres (designs) of qualitative methodology. Types of qualitative research. Subjects and objects of qualitative research.
4. Qualitative researcher.
5. Design of qualitative research.
6. Instrumentation, inventory of qualitative research (tools, methods, research techniques).
7. Acquisition of research material/data (approximation and extraction of research data).
8. Conditions for the implementation of qualitative research. Selected risks associated with the study of didactic reality.
9. Analysis, interpretation (elaboration) of research material.
10. Validation (validity), reliability, triangulation, credibility of qualitative research.
11. Teacher research (research of didactic reality by teachers).
12. Action research (transforming didactic reality by introducing a new element into teaching).

**Recommended literature:**

Compulsory literature:

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava: Univerzita Komenského.

KOSTRUB, D. (2022). Učiteľ výskumník – Profesia založená na výskume. Dizajny výskumu a premeny výučby. Bratislava: Veda. (due I. Q. 2022).

**Languages necessary to complete the course:**

Slovak and Czech

**Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 4					
A	B	C	D	E	FX
75,0	0,0	25,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Eva Severini, PhD., prof. PaedDr. Dušan Kostrub, PhD.					
<b>Last change:</b> 11.11.2022					
<b>Approved by:</b> prof. György Domokos, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde001/22	<b>Course title:</b> methodology of qualitative research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours of lectures and seminars per semester, combined form (primarily in-person teaching) Number of hours: total: 12 hours – 6 credits – 180 hours of students' work Classes – 12 hours; 50 hours of theoretical conceptualization (study of theoretical concepts in application to argumentation discourse, individual conceptualization of knowledge, mutual discussion of meanings); 80 hours of practical activities (designing and conducting research in collaboration with research subjects, evidence gathering, interpretation, self/reflection, portfolio management, self-evaluation). 38 hours of preparation for the exam in the form of e/portfolio defense. Teaching methods Active-productive teaching methodology: # Research and discovery, open practice, elaboration of information. Interactive-productive teaching methodology # Induction of principles, conceptualization of scientific knowledge. # Argumentative discourse at an appropriate level of intellectual complexity of doctoral studies. Form: # In-person teaching # Combined # Online	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Interim assessment involves: 1) Continuous elaboration and registration of documents in the e/portfolio and their presentation to the teacher. 2) Active participation in courses, which means engaging in argumentative discourse, inducing meanings and knowledge conceptualization. Argumentative discourses will always be thematic with the aim of constructing socially shared knowledge by students.	

Final assessment:

1) The course ends with a defense - co/evaluation of an e/portfolio related to the course in the form of an oral exam. During the semester, the student works on an e/portfolio related to the subject containing carefully selected evidence of how he/she develops their scientific knowledge and competencies related to the design of research as a tool of science. The E /portfolio concept is a proof of autonomy, competence, scientific integrity, student identity, creativity and self-presentation.

In general, the doctoral student's e/portfolio should include (unless specified otherwise by the teacher) the following items:

1. An overview of the student's selected research problem at a general level and the reason why he/she considers it an important challenge, including some recommendations on what the student has done to solve the problem. The student should make this introduction engaging and include photographs, graphics and possibly a video or audio introduction.

2. A description of the researched problem and the action to be taken.

3. A detailed description of the student's area of activity (activity context).

4. A literature review as a part of the process of planning the student's own research (research context) and references to authoritative sources.

5. Research question(s) reflecting constructional features typical for formulating research questions.

6. A brief but concise description of the research process (its sequence of steps).

7. Records of the organization, process, conditions of the student's research documenting the activity within several steps of his/her research, including the details of the collected data and the performed analysis.

8. The student's final essay ("How I become a researcher") about what he/she has learned/acquired in the individual steps, namely about himself/herself, his/her own actions, the context and the research process performed.

9. A collection of any artifacts: images, concept maps, records, interpretations, statements, notes, forms of self/reflections and videos, or other recordings or research blogs that the student wants to include in his/her e/portfolio.

10. Professional curriculum vitae of the student focused on highlighting practical experience related to the position and achieved competencies.

This e/portfolio overview will provide a defining context for the evidence to examine the tasks defined by the teacher. By elaborating, managing and defending the e/portfolio, the student will demonstrate his/her ability to critically evaluate the suitability of qualitative research in teaching, pedagogical sciences and related fields, including justification of the application of the principles of qualitative methodology.

To get an A, the student needs to obtain at least 91 points; at least 81 points to get a B; at least 73 points to get a C, at least 66 points to get a D and at least 60 points to get an E. To complete the course successfully, it is necessary to obtain at least 60% of the points.

Final grades are awarded based on the scale:

A (100 - 91 %, excellent – outstanding results). The student shows outstanding results in terms of understanding and applying the principles of qualitative methodology, can analyze and think critically, is active in classes, engages in discussions through expert arguments, questions and logical considerations. His/Her knowledge is at an excellent level. Overall (including e/portfolio management and defense), the student demonstrates an expert competence at the level of mastery and management.

B (90 - 81 %, very good – above the average standard). The student shows very good results in terms of understanding and applying the principles of qualitative methodology, can analyze and think critically, is active in classes, engages in discussions through proficient arguments, answers and logical considerations. His/Her knowledge is at a very good level. Overall (including e/portfolio

management and defense), the student demonstrates proficient competence at the level of mastery and management.

C (80 – 73 %, good – generally sound work). The student shows adequate results in terms of understanding and applying the principles of qualitative methodology. He/She is sporadically active in classes, engages in discussions through knowledgeable considerations, his/her knowledge is at an average level. Overall (including e / portfolio management and defense), the student demonstrates a reduced competence at the level of mastery and management.

D (72 – 66 %, satisfactory – fair but with significant shortcomings). The student shows satisfactory results in terms of understanding and applying the principles of qualitative methodology, presents reflections only upon request, engages in discussions occasionally, is less active in classes. His/Her knowledge is at a satisfactory level, which corresponds to his/her typical answers. Overall (including e/portfolio management and defence), the student demonstrates a limited competence at the level of mastery and management.

E (65 – 60 %, sufficient – performance meets the minimum criteria). The student shows the minimum necessary results in terms of understanding and applying the principles of qualitative methodology, is passive in s, typically presents learned answers. Overall (including e/portfolio management and defense), the student's mastery and management competences are at the lowest acceptable level.

Fx (59 - 0 %, fail – further work required). The student demonstrates a significantly unsatisfactory level in all evaluated areas. This grade is given to a student who obtains less than 60 points out of the total number of points.

Defense of the subject portfolio 50%; active participation in thematic argumentation discourses 20%; interim tasks related to practical activities 20%; content, terminological, stylistic, graphic and grammatical structure of the written scientific text 10% of the total 100% evaluation. Credits will not be awarded to a student who does not complete any of the assigned topics and tasks. Within the provision of feedback, the co/evaluation will include recommendations and guidelines.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim of the course is to introduce students to the concept of qualitative methodology in connection with teaching and pedagogical sciences (including related sciences) with a focus on the level of critical, evaluative, contextual thinking in terms of justifying the importance of the principles of qualitative methodology. This doctoral study course as a form of science education is focused on the students' readiness not only to design, manage, evaluate qualitatively-oriented research, but also to consider and evaluate the suitability of its use in teaching and pedagogical sciences.

After completing the course, the student:

- Has a relevant overview of the principles of qualitative methodology and their application based on the understanding of the theoretical background.
- Can identify the importance, regularities, conditions of application of qualitative research when considering its use. The student is aware that research is a tool of science.
- Can critically consider and justify the suitability of the inventory of research tools, methods, techniques for specific groups of subjects, research phenomena, research problems and objectives.
- Will be able to take a competent stand on the application of terminology of science methodology (qualitative methodology). Within it, he/she will be able to lead a discussion and argumentation in a reasonable atmosphere of scientific demands.
- Will be able to take a competent stand on the rationale (justification) for his/her research.

The course is primarily focused on emerging transferable competencies that are consistent with both the research methodology as well as other complementary courses within the study plan.

1. Concretized transferable competencies (Level of expert mastery and management.):
  - # Ability to master the terminology of research methodology with a focus on qualitative methodology.
  - # Ability to conduct communication using exact terminology of research methodology with a focus on qualitative methodology.
  - # Ability to design qualitatively-oriented research (investigation) within an adequate strategy, selected genre (type), using appropriate tools, methods, data acquisition techniques and techniques of research material elaboration.
  - # Ability to evaluate research a posteriori, pointing to its success.
  - # Ability to master and manage the organization of research in terms of personal professional feasibility plan.
  - # Ability to evaluate.
2. Scientific knowledge (Level of expert knowledge).
  - # Research methodology – qualitative methodology
3. Attitudes (Level of expert attitude).
  - # Taking a competent stand.
4. Values (Level of expert ethical conduct).
  - # Ethical conduct of a researcher in teaching and pedagogical sciences.

**Class syllabus:**

Course overview:

1. Qualitative methodology construct. Qualitative methodology and its principles. Construct of qualitative research. Reflection on conducting qualitative research.
2. Qualitatively-oriented methodological implications in teaching and pedagogical sciences.
3. Genres (designs) of qualitative methodology. Types of qualitative research. Subjects and objects of qualitative research.
4. Qualitative researcher.
5. Design of qualitative research.
6. Instrumentation, inventory of qualitative research (tools, methods, research techniques).
7. Acquisition of research material/data (approximation and extraction of research data).
8. Conditions for the implementation of qualitative research. Selected risks associated with the study of didactic reality.
9. Analysis, interpretation (elaboration) of research material.
10. Validation (validity), reliability, triangulation, credibility of qualitative research.
11. Teacher research (research of didactic reality by teachers).
12. Action research (transforming didactic reality by introducing a new element into teaching).

**Recommended literature:**

Compulsory literature:

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava: Univerzita Komenského.

KOSTRUB, D. (2022). Učiteľ výskumník – Profesia založená na výskume. Dizajny výskumu a premeny výučby. Bratislava: Veda. (due I. Q. 2022).

**Languages necessary to complete the course:**

Slovak and Czech

**Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 4					
A	B	C	D	E	FX
75,0	0,0	25,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Eva Severini, PhD., prof. PaedDr. Dušan Kostrub, PhD.					
<b>Last change:</b> 11.11.2022					
<b>Approved by:</b> prof. György Domokos, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde002/22	<b>Course title:</b> methodology of quantitative research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: Type of activities: lecture + seminar Number of hours: 4 hours 3 times per semester, total: 12 hours, combined form 12 hours of direct teaching; 48 hours of self-study, 30 hours of work on a seminar paper, 30 hours of work on a research plan, 30 hours of preparation for the final test. Total: 150 hours Teaching methods: Explanation of individual topics and discussions, demonstration of examples of current research paradigms, modeling of research plans, modeling of examples of research methods application, discussions on current problems and open questions within quantitative research, critical consideration of research tools selection, making use of original research design solutions, application of critical methodological thinking in evaluating pluses and minuses of research plans.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: in-semester assessment (50%) + final assessment (50%) In-semester assessment includes elaboration of a seminar paper - a written overview of the use of quantitatively oriented research in relation to the topic of the dissertation thesis (25% of the assessment) and elaboration of a plan for the use of quantitative research design relevant to the topic of their dissertation thesis (25% of the assessment). The final assessment includes a final test (50% of the assessment). Final grades are awarded based on the scale: A (100 - 94 %, excellent – outstanding results), B (93 - 86 %, very good – above the average standard), C (85 – 76 %, good – generally sound work), D (75 – 68 %, satisfactory – fair but with significant shortcomings), E (67 – 60 %, sufficient – performance meets the minimum criteria), Fx (59 - 0 %, fail – further work required). A (excellent - outstanding results). During the course, the student has gained an exceptional level of knowledge in the methodology of quantitative research, at an excellent level he/she is familiar	

with research methods of quantitative research, is well-oriented in research paradigms related to the topic of the dissertation thesis, can create and defend a quantitative research plan, can critically evaluate limits of quantitative research, is able to transfer the acquired knowledge to the research carried out within the dissertation thesis.

B (very good – above the average standard). During the course, the student has gained an above-average level of knowledge in the methodology of quantitative research, at an above-average level he/she is familiar with research methods of quantitative research, has solid knowledge of current research and research paradigms relevant to the topic of the dissertation thesis.

C (good – generally sound work). During the course, the student acquired an average level of knowledge from the methodology of quantitative research, at the average level he/she is familiar with research methods and research paradigms in relation to the topic of the dissertation thesis.

D (satisfactory – fair but with significant shortcomings). The student meets the basic requirements for completing the course, has basic knowledge of the methodology of quantitative research and research methods, is familiarized with current research and research paradigms relevant to the topic of the dissertation thesis.

E (sufficient - performance meets the minimum criteria). During the course, the student acquired the minimum accepted level of knowledge in the methodology of quantitative research, at the elementary level he/she is familiar with research methods of quantitatively oriented research, has a basic idea of research paradigms related to the topic of the dissertation thesis, at a low level he/she is familiarized with current quantitative research. At the elementary level, the student can apply the knowledge of quantitative research methodology in creating a research plan.

Fx (fail - further work required). The student does not meet the minimum criteria for passing the course, does not have basic knowledge of the methodology of quantitative research and research methods, is not familiarized with current research and research paradigms. He/She is unable to use the knowledge from the subject in creating a research plan for the dissertation thesis.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim is to acquire knowledge about the methodology of quantitative research at the postgraduate level, to get familiarized with more advanced research methods used in social sciences, to understand demanding research design and to acquire the ability to create research plans of quantitative research in the context of the dissertation topic.

After completing the course, the student understands the paradigm of quantitatively oriented research in relation to the current knowledge of the scientific discipline. The student understands different types of research methods in quantitative research, knows the principles of their selection and requirements for their application, is well-oriented in descriptive, experimental and correlation studies, understands the possibilities and difficulties of data collection and evaluation, can create a quantitatively oriented research plan in relation to the topic of the dissertation while using more demanding tools of quantitative methodology. The student can analyze the methodology used in research published in scientific journals and justify their use. He/She is able to critically reflect on the methodology of quantitatively oriented research, its advantages and conceptual and interpretive shortcomings. He/She will gain the competence to plan, carry out and evaluate research and his/her level of methodological awareness will increase.

### **Class syllabus:**

Course overview:

- The place of quantitative research in scientific disciplines.

The student understands the importance of quantitative research and its application in social science disciplines, its place in the acquisition of new scientific knowledge. He/She understands quantitative

research as a research strategy based on the collection, processing and interpretation of research data, which supports the objective empirical investigation of observable phenomena through a number of quantification methods and techniques.

- Requirements, methods and tools in quantitative research. Selection of research tools and their application in research.

The student understands the research requirements for the selection of research methods and tools in quantitative research. In the process of creating a research plan, he/she is able to adapt to the requirements of basic applied research. He/She can adequately use various research methods and tools (observation, questionnaire, assessment scales, test tools, experiment) and combine them appropriately. The student can assess the degree of reliability and validity of research tools, apply required conditions for their adaptation to the Slovak language.

- Research plan structure. Formulation of research intentions, goals, hypotheses. Specifics of research samples. Low-number research samples.

The student masters the creation of a research plan, understands its content and structure, understands the activities associated with the various stages of research, can correctly formulate research questions, research objectives and research hypotheses. Adequate to the research plan, the student can create a research sample, while aware of the limits of the selection of subjects. He/She can create a suitable research design even with a small number of subjects.

- Quantitative tools in experimental and correlation studies, possibilities of data processing in experimental plans, variables in research and their causal and interference relations. Mathematical-statistical data processing and interpretation of research results.

The student is familiar with the methods of mathematical-statistical processing of research data, is aware of the relationship between the nature of data and the possibilities (limits) of their mathematical-statistical processing. The student is aware of the specificity of measurement as a central element of quantitative research, as a basic connection between empirical observation and mathematical expression of quantitative relationships. The student masters and is able to use methods of descriptive data processing, understands the selection and rules of using appropriate tools of inferential statistics and appropriate statistical tests to verify the validity of research hypotheses.

- Conceptual and interpretive shortcomings of quantitative research plans.

The student can assess the advantages, disadvantages and limits of quantitative methodology, can compare the pluses and minuses of quantitative research methodology in relation to qualitative research, can use appropriate quantitative research in mixed research design.

### **Recommended literature:**

Compulsory literature:

TOMŠÍK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: Univerzita Konštantína Filozofa v Nitre, Pedagogická fakulta.

CSÁMPAI, O. (2013). Elementárium kvantitatívneho výskumu. Trnava: Oliva.

Recommended literature:

COHEN, L., MANION, L., MORRISON, K. (2007). Research Methods in Education. Routledge.

BAČÍKOVÁ, M., JANOVSÁ, M. (2018). Základy metodológie pedagogicko-psychologického výskumu. Prešov: ŠafárikPress.

PROKŠA, M., HELD, L. a kol. (2008). Metodológia pedagogického výskumu a jeho aplikácia v didaktikách prírodných vied. Bratislava: Univerzita Komenského v Bratislave.

GAVORA, P. a kol. (2010). Elektronická učebnica pedagogického výskumu. [online]. Univerzita Komenského v Bratislave. <http://www.e-metodologia.fedu.uniba.sk/>

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského.

IŠVEC, Š. (1998). Metodológia vied o výchove. Bratislava: IRIS.

<b>Languages necessary to complete the course:</b> Slovak, Czech, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 4					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> RNDr. Ľubomír Rybanský, PhD., doc. PhDr. Marian Groma, PhD.					
<b>Last change:</b> 11.11.2022					
<b>Approved by:</b> prof. György Domokos, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde002/22	<b>Course title:</b> methodology of quantitative research
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: Type of activities: lecture + seminar Number of hours: 4 hours 3 times per semester, total: 12 hours, combined form 12 hours of direct teaching; 48 hours of self-study, 30 hours of work on a seminar paper, 30 hours of work on a research plan, 30 hours of preparation for the final test. Total: 150 hours Teaching methods: Explanation of individual topics and discussions, demonstration of examples of current research paradigms, modeling of research plans, modeling of examples of research methods application, discussions on current problems and open questions within quantitative research, critical consideration of research tools selection, making use of original research design solutions, application of critical methodological thinking in evaluating pluses and minuses of research plans.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: in-semester assessment (50%) + final assessment (50%) In-semester assessment includes elaboration of a seminar paper - a written overview of the use of quantitatively oriented research in relation to the topic of the dissertation thesis (25% of the assessment) and elaboration of a plan for the use of quantitative research design relevant to the topic of their dissertation thesis (25% of the assessment). The final assessment includes a final test (50% of the assessment). Final grades are awarded based on the scale: A (100 - 94 %, excellent – outstanding results), B (93 - 86 %, very good – above the average standard), C (85 – 76 %, good – generally sound work), D (75 – 68 %, satisfactory – fair but with significant shortcomings), E (67 – 60 %, sufficient – performance meets the minimum criteria), Fx (59 - 0 %, fail – further work required). A (excellent - outstanding results). During the course, the student has gained an exceptional level of knowledge in the methodology of quantitative research, at an excellent level he/she is familiar	

with research methods of quantitative research, is well-oriented in research paradigms related to the topic of the dissertation thesis, can create and defend a quantitative research plan, can critically evaluate limits of quantitative research, is able to transfer the acquired knowledge to the research carried out within the dissertation thesis.

B (very good – above the average standard). During the course, the student has gained an above-average level of knowledge in the methodology of quantitative research, at an above-average level he/she is familiar with research methods of quantitative research, has solid knowledge of current research and research paradigms relevant to the topic of the dissertation thesis.

C (good – generally sound work). During the course, the student acquired an average level of knowledge from the methodology of quantitative research, at the average level he/she is familiar with research methods and research paradigms in relation to the topic of the dissertation thesis.

D (satisfactory – fair but with significant shortcomings). The student meets the basic requirements for completing the course, has basic knowledge of the methodology of quantitative research and research methods, is familiarized with current research and research paradigms relevant to the topic of the dissertation thesis.

E (sufficient - performance meets the minimum criteria). During the course, the student acquired the minimum accepted level of knowledge in the methodology of quantitative research, at the elementary level he/she is familiar with research methods of quantitatively oriented research, has a basic idea of research paradigms related to the topic of the dissertation thesis, at a low level he/she is familiarized with current quantitative research. At the elementary level, the student can apply the knowledge of quantitative research methodology in creating a research plan.

Fx (fail - further work required). The student does not meet the minimum criteria for passing the course, does not have basic knowledge of the methodology of quantitative research and research methods, is not familiarized with current research and research paradigms. He/She is unable to use the knowledge from the subject in creating a research plan for the dissertation thesis.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

The aim is to acquire knowledge about the methodology of quantitative research at the postgraduate level, to get familiarized with more advanced research methods used in social sciences, to understand demanding research design and to acquire the ability to create research plans of quantitative research in the context of the dissertation topic.

After completing the course, the student understands the paradigm of quantitatively oriented research in relation to the current knowledge of the scientific discipline. The student understands different types of research methods in quantitative research, knows the principles of their selection and requirements for their application, is well-oriented in descriptive, experimental and correlation studies, understands the possibilities and difficulties of data collection and evaluation, can create a quantitatively oriented research plan in relation to the topic of the dissertation while using more demanding tools of quantitative methodology. The student can analyze the methodology used in research published in scientific journals and justify their use. He/She is able to critically reflect on the methodology of quantitatively oriented research, its advantages and conceptual and interpretive shortcomings. He/She will gain the competence to plan, carry out and evaluate research and his/her level of methodological awareness will increase.

### **Class syllabus:**

Course overview:

- The place of quantitative research in scientific disciplines.

The student understands the importance of quantitative research and its application in social science disciplines, its place in the acquisition of new scientific knowledge. He/She understands quantitative

research as a research strategy based on the collection, processing and interpretation of research data, which supports the objective empirical investigation of observable phenomena through a number of quantification methods and techniques.

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The student understands the research requirements for the selection of research methods and tools in quantitative research. In the process of creating a research plan, he/she is able to adapt to the requirements of basic applied research. He/She can adequately use various research methods and tools (observation, questionnaire, assessment scales, test tools, experiment) and combine them appropriately. The student can assess the degree of reliability and validity of research tools, apply required conditions for their adaptation to the Slovak language.

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The student masters the creation of a research plan, understands its content and structure, understands the activities associated with the various stages of research, can correctly formulate research questions, research objectives and research hypotheses. Adequate to the research plan, the student can create a research sample, while aware of the limits of the selection of subjects. He/She can create a suitable research design even with a small number of subjects.

- Quantitative tools in experimental and correlation studies, possibilities of data processing in experimental plans, variables in research and their causal and interference relations. Mathematical-statistical data processing and interpretation of research results.

The student is familiar with the methods of mathematical-statistical processing of research data, is aware of the relationship between the nature of data and the possibilities (limits) of their mathematical-statistical processing. The student is aware of the specificity of measurement as a central element of quantitative research, as a basic connection between empirical observation and mathematical expression of quantitative relationships. The student masters and is able to use methods of descriptive data processing, understands the selection and rules of using appropriate tools of inferential statistics and appropriate statistical tests to verify the validity of research hypotheses.

- Conceptual and interpretive shortcomings of quantitative research plans.

The student can assess the advantages, disadvantages and limits of quantitative methodology, can compare the pluses and minuses of quantitative research methodology in relation to qualitative research, can use appropriate quantitative research in mixed research design.

### **Recommended literature:**

Compulsory literature:

TOMŠÍK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: Univerzita Konštantína Filozofa v Nitre, Pedagogická fakulta.

CSÁMPAI, O. (2013). Elementárium kvantitatívneho výskumu. Trnava: Oliva.

Recommended literature:

COHEN, L., MANION, L., MORRISON, K. (2007). Research Methods in Education. Routledge.

BAČÍKOVÁ, M., JANOVSÁ, M. (2018). Základy metodológie pedagogicko-psychologického výskumu. Prešov: ŠafárikPress.

PROKŠA, M., HELD, L. a kol. (2008). Metodológia pedagogického výskumu a jeho aplikácia v didaktikách prírodných vied. Bratislava: Univerzita Komenského v Bratislave.

GAVORA, P. a kol. (2010). Elektronická učebnica pedagogického výskumu. [online]. Univerzita Komenského v Bratislave. <http://www.e-metodologia.fedu.uniba.sk/>

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského.

IŠVEC, Š. (1998). Metodológia vied o výchove. Bratislava: IRIS.

<b>Languages necessary to complete the course:</b> Slovak, Czech, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 4					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>					
<b>Last change:</b> 11.11.2022					
<b>Approved by:</b> prof. György Domokos, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde010/22	<b>Course title:</b> models of literary science
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: Block teaching, total 12 hours (6 hours of lectures/ 6 hours of seminars), in-person teaching and hybrid method Workload of a course: total 150 hours 12 hours of direct instruction; 38 hours of study time outside of class, self-study; 50 hours for the elaboration of seminar paper (50 hours); 50 hours of preparation for the final evaluation (presentation and exam) Educational methods: Explanation, working with scientific text, brainstorming, discussion about a particular topic, analysis of literary texts, self-directed learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Evaluation A (100 – 95 %, excellent – outstanding results), B (94 – 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 – 0 %, fail – further work required). The final evaluation reflects the level of student’s knowledge in particular field: the level of analytical and critical thinking along with its verbalisation in the form of discussion, more precisely presentation and oral exam (50 % of the score) and a seminar paper written in the form of an argumentation (50 % of the score); the abilities to apply theoretical knowledge in practice (teaching of a foreign language in the tertiary education); the ability to use relevant information in order to identify, analyse and solve problem situations: the abilities and impulsions for the theoretical, empirical or applied research: the level of argumentation: the qualification that enables the usage of knowledge for further professional development.	
<b>Learning outcomes:</b>	

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Aims: to understand literary science by analysing its aims and tasks, along with its implementation based on models and theories.

Outputs: the student will learn how to critically reflect the uniqueness of various aspects of literary theory. The reflection of their own practices in literary science research (the theory of methods, argumentative strategies) will enable the students to intensify their conscience based on their professional orientation. The students therefore gains abilities, that enable them to participate in scientific forums, conferences and debates as well as in the educational process of his field of research.

### **Class syllabus:**

Course overview:

Course overview:

The course will highlight scientific problems and their solutions on all levels of literary theory (theory of science, sociology of science and history of own discipline). The course will focus on the following theories and models of literary science: recent hermeneutic approaches, structuralism, narratology, intertextuality, sociology of literature, the perception of aesthetics and receptive aesthetics, empirical literary science, constructivist literary science, systems of literary science theories, concepts of literary communication, discourse analysis, deconstructivism, poststructuralism, gender studies, genealogy.

### **Recommended literature:**

Compulsory literature:

JAVORČÍKOVÁ, J. 2015. *Anatómia žánru = The anatomy of genre - genre experiment in Eugene G. O'Neill's dramas: žánrový experiment v tvorbe Eugena G. O'Neilla*. Banská Bystrica: Belianum, 2015.

MIKULÁŠ, R. a kol. 2016. *Podoby literárnej vedy*. Bratislava: VEDA 2016.

Recommended literature

BAASENER, R./ZENS, M. 2005. *Methoden und Modelle der Literaturwissenschaft. Eine Einführung*. Berlin: Erich Schmidt, 2005.

BRACKERT, H./STÜCKRATH, J. (eds.) 2000. *Literaturwissenschaft. Ein Grundkurs*. Reinbek bei Hamburg: Rowohlt Taschenbuch Verlag, 2000.

EAGLETON, T. 1983. *Literary theory an introduction*, Minneapolis: University of Minnesota Press, 1983.

LLOVET, J. a kol. 2012. *Teoría literaria y literatura comparada*. Barcelona: Ariel. 2012.

MALINOVSKÁ Z. 2015. *K podobám literárneho kánonu: Antonine Maillet*. In: *World literature studies: časopis pre výskum svetovej literatúry*. Roč. 7, vol. 3 (2015), 76–86.

MALINOVSKÁ Z. 2013. *L'hyperbole en tant qu'expression de l'unheimlich freudien*. In: *Filozofia*. vol. 68, supl. 2 (2013), 54–61.

MALINOVSKÁ Z. 2012. *Podoby svetovej literatúry písanej po francúzsky: Kouromov Alah nemusí*. In: *World literature studies: časopis pre výskum svetovej literatúry*. vol. 4 (21), č. 2 (2012), 15–27.

MIKULÁŠ, R. a kol. 2019. *Literaturwissenschaft in internationaler Perspektive*. Nümbrecht: Kirsch Verlag, 2019.

MIKULÁŠOVÁ, A./MIKULÁŠ, R. 2011. *Grundfragen der Literaturwissenschaft. Teil I. Theorien, Methoden, Tendenzen*. Nümbrecht: Kirsch Verlag, 2011.

PLATAS TASENDE, A. M. 2000. *Diccionario de términos literarios*. 2000. Madrid: Espasa.

RIVKIN, J./RYAN, M. 2004. Literary theory an anthology, Malden: Blackwell Publishing, 2004.  
SEXL, M. (ed.) 2004. Einführung in die Literaturtheorie. Wien: WUV, 2004.  
WAUGH, P. 2006. Literary theory and criticism an Oxford guide, Oxford: Oxford University Press, 2006.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

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

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., prof. PhDr. Zuzana Malinovská, CSc., doc. Mgr. Andrea Mikulášová, PhD., Mgr. Roman Mikuláš, PhD.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde010/22	<b>Course title:</b> models of literary science
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: Block teaching, total 12 hours (6 hours of lectures/ 6 hours of seminars), in-person teaching and hybrid method Workload of a course: total 150 hours 12 hours of direct instruction; 38 hours of study time outside of class, self-study; 50 hours for the elaboration of seminar paper (50 hours); 50 hours of preparation for the final evaluation (presentation and exam) Educational methods: Explanation, working with scientific text, brainstorming, discussion about a particular topic, analysis of literary texts, self-directed learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Evaluation A (100 – 95 %, excellent – outstanding results), B (94 – 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 – 0 %, fail – further work required). The final evaluation reflects the level of student’s knowledge in particular field: the level of analytical and critical thinking along with its verbalisation in the form of discussion, more precisely presentation and oral exam (50 % of the score) and a seminar paper written in the form of an argumentation (50 % of the score); the abilities to apply theoretical knowledge in practice (teaching of a foreign language in the tertiary education); the ability to use relevant information in order to identify, analyse and solve problem situations: the abilities and impulsions for the theoretical, empirical or applied research: the level of argumentation: the qualification that enables the usage of knowledge for further professional development.	
<b>Learning outcomes:</b>	

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Aims: to understand literary science by analysing its aims and tasks, along with its implementation based on models and theories.

Outputs: the student will learn how to critically reflect the uniqueness of various aspects of literary theory. The reflection of their own practices in literary science research (the theory of methods, argumentative strategies) will enable the students to intensify their conscience based on their professional orientation. The students therefore gains abilities, that enable them to participate in scientific forums, conferences and debates as well as in the educational process of his field of research.

### **Class syllabus:**

Course overview:

Course overview:

The course will highlight scientific problems and their solutions on all levels of literary theory (theory of science, sociology of science and history of own discipline). The course will focus on the following theories and models of literary science: recent hermeneutic approaches, structuralism, narratology, intertextuality, sociology of literature, the perception of aesthetics and receptive aesthetics, empirical literary science, constructivist literary science, systems of literary science theories, concepts of literary communication, discourse analysis, deconstructivism, poststructuralism, gender studies, genealogy.

### **Recommended literature:**

Compulsory literature:

JAVORČÍKOVÁ, J. 2015. *Anatómia žánru = The anatomy of genre - genre experiment in Eugene G. O'Neill's dramas: žánrový experiment v tvorbe Eugena G. O'Neilla*. Banská Bystrica: Belianum, 2015.

MIKULÁŠ, R. a kol. 2016. *Podoby literárnej vedy*. Bratislava: VEDA 2016.

Recommended literature

BAASENER, R./ZENS, M. 2005. *Methoden und Modelle der Literaturwissenschaft. Eine Einführung*. Berlin: Erich Schmidt, 2005.

BRACKERT, H./STÜCKRATH, J. (eds.) 2000. *Literaturwissenschaft. Ein Grundkurs*. Reinbek bei Hamburg: Rowohlt Taschenbuch Verlag, 2000.

EAGLETON, T. 1983. *Literary theory an introduction*, Minneapolis: University of Minnesota Press, 1983.

LLOVET, J. a kol. 2012. *Teoría literaria y literatura comparada*. Barcelona: Ariel. 2012.

MALINOVSKÁ Z. 2015. *K podobám literárneho kánonu: Antonine Maillet*. In: *World literature studies: časopis pre výskum svetovej literatúry*. Roč. 7, vol. 3 (2015), 76–86.

MALINOVSKÁ Z. 2013. *L'hyperbole en tant qu'expression de l'unheimlich freudien*. In: *Filozofia*. vol. 68, supl. 2 (2013), 54–61.

MALINOVSKÁ Z. 2012. *Podoby svetovej literatúry písanej po francúzsky: Kouromov Alah nemusí*. In: *World literature studies: časopis pre výskum svetovej literatúry*. vol. 4 (21), č. 2 (2012), 15–27.

MIKULÁŠ, R. a kol. 2019. *Literaturwissenschaft in internationaler Perspektive*. Nümbrecht: Kirsch Verlag, 2019.

MIKULÁŠOVÁ, A./MIKULÁŠ, R. 2011. *Grundfragen der Literaturwissenschaft. Teil I. Theorien, Methoden, Tendenzen*. Nümbrecht: Kirsch Verlag, 2011.

PLATAS TASENDE, A. M. 2000. *Diccionario de términos literarios*. 2000. Madrid: Espasa.

RIVKIN, J./RYAN, M. 2004. Literary theory an anthology, Malden: Blackwell Publishing, 2004.  
SEXL, M. (ed.) 2004. Einführung in die Literaturtheorie. Wien: WUV, 2004.  
WAUGH, P. 2006. Literary theory and criticism an Oxford guide, Oxford: Oxford University Press, 2006.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

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

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., prof. PhDr. Zuzana Malinovská, CSc., doc. Mgr. Andrea Mikulášová, PhD., Mgr. Roman Mikuláš, PhD.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde013/22	<b>Course title:</b> new trends in foreign language didactics
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: block teaching, 12 hours (6 lectures / 6 seminars) Form of the course: in-person teaching, combined Number of hours: 100 hours 12 hours of direct teaching; 38 hours of home preparation for seminars, self-study; 50 hours of work on a supplementary paper and seminar paper (20 and 30 hours). Teaching methods: explanation, work with scientific text, brainstorming, heuristic method, discussion on selected topics, critical analysis and comparison of individual theories, problem-solving tasks, application of theoretical knowledge into practice, guided self-study, colloquium	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Interim assessment: Individual work: self-study, processing materials, creation of a supplementary paper, argumentation-based presentation of the paper within a colloquium (35%) Final assessment: 1. Final work: elaboration and creation of new didactic materials in the form of a teaching unit with an emphasis on current trends in foreign language teaching (40 %) 2. Active participation in lectures and seminars, critical analysis of individual components of the proposed teaching unit within the colloquium (25%) To complete the course, the student must achieve at least 70%. Final grades are awarded based on the scale: A (100 - 95 %, excellent – outstanding results), B (94 - 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 - 0 %, fail – further work required).	

Excellent: excellent knowledge of the area, the ability of analytical thinking and the formulation of critical evaluation attitudes in connection with the skills of applying theoretical knowledge into practice. Structured, autonomous and creative elaboration of assigned topics and the teaching unit. Well-grounded mastery of the professional conceptual apparatus.

Very good: solid theoretical knowledge and the ability to connect it with the skill of applying theoretical knowledge into practice. Structured and autonomous elaboration of assigned topics and the teaching unit with minor errors; a very good ability of analytical thinking and formulation of critical evaluation attitudes; a very good mastery of the professional conceptual apparatus.

Good: average knowledge and the ability to connect it with skills based on the acquisition of the conceptual apparatus; a good ability of analytical thinking and formulation of evaluative critical attitudes; average control of the professional conceptual apparatus.

Satisfactory: superficial knowledge and an insufficient ability to connect it with skills in solving problem-tasks, incoherent expression with errors, errors and inaccuracies in the use of the conceptual apparatus.

Sufficient: the contents are mastered with several shortcomings, there is a lack of sufficient mastery and understanding of the topic and interpretive procedures, there is a lack of scientific argumentation and formulation of evaluative critical attitudes, great inaccuracies in the mastery of the conceptual apparatus.

Fail: insufficient knowledge, insufficient mastery of the conceptual apparatus, a lack of understanding of the topic and interpretive procedures.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Objectives: Students will deepen their knowledge of the latest knowledge of linguistics in connection with psycholinguistics, neurolinguistics, psychology of learning (teaching), pedagogy and empirical research, as well as the requirements related to changes in society.

Outcomes: The course will provide students with a multidimensional view of the didactics of foreign languages. They will expand their knowledge of current trends in foreign language education while accepting the diversity of subjects (different age groups, specific educational needs, etc.). They will develop skills to apply the complex theoretical basis of individual concepts, conceptions and approaches in educational practice at various levels of education in the public and private sectors.

Students will acquire extended professional and didactic competencies in culturally, linguistically and performance-heterogeneous classes leading to the humanization of foreign language teaching.

They are able to plan, initiate and modify relevant components of the field in relation to its prospect from a social, ethical and cultural-societal aspect.

### **Class syllabus:**

Course overview:

1. Alternative approaches to foreign language teaching (e.g., Callan's method, Alpha learning, Hocus Lotus, KIKUS, Helen Doron, Wattsenglish, Mortimer English, etc.);
2. Humanization of foreign language teaching (constructivism, intercultural approach in foreign language teaching, gestalt pedagogy, etc.);
3. Aesthetic learning (literature, theater, fine arts, music, film);
4. Information and communication technologies, computer-assisted teaching (CALL, e-learning, e-tutoring, blended learning, flipped classroom);
5. Multisensory approach and inclusive education in foreign language teaching.

**Recommended literature:**

Compulsory literature:

JAVORČÍKOVÁ, J. 2013. Nové metódy integrácie dramatických aktivít - dialóg, skeč, komiks a "reader's theatre" do výučby anglického jazyka. In Determinanty pregraduálnej prípravy učiteľov anglického jazyka 2 Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2013, 5-27.

KOLEČANI LENČOVÁ, I./DAŇOVÁ, M. 2010. Celostná pedagogika vo výučbe cudzích jazykov: s praktickými ukážkami z vyučovania nemeckého jazyka. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2010.

PRŠOVÁ, E. 2015. Literárny text v komunikačno-zážitkovom vyučovaní: vysokoškolská učebnica [CD-ROM]. Banská Bystrica: Vydavateľstvo Univerzity Mateja Bela – Belianum, 2015.

Recommended literature:

BERNICOT, J. et al. 2010. Interactions verbales et acquisition du langage, Paris, l'Harmattan, 2010.

BLAIR, R. W. (ed.). 1982. Innovative Approaches to Language Teaching. Heinle & Heinle Pub; 2nd ed, 1982.

ARSCH, A. 2006. Mediendidaktik Deutsch. Paderborn: Schöningh UTB, 2006.

DUFF, A. /MALEY, A. 2007. Literature (Resource Books for Teachers). Oxford: Oxford University Press, 2007.

GUASTI, M.T. 2007. L'acquisizione del linguaggio. Un'introduzione. Milano, Raffaello Cortina Editore, 2007.

JAVORČÍKOVÁ, J. 2010. Literárny a kultúrny artefakt v procese výučby = Literary and cultural artefact in the process of teaching. In Philologica LXV.: zborník Filozofickej fakulty Univerzity Komenského Bratislava: Univerzita Komenského, Filozofická fakulta, 2010, s. 209-215.

KOLEČANI LENČOVÁ, I./KOVÁČOVÁ, M./TOMÁŠKOVÁ, S. 2018. Neue Wege im DaF-Unterricht : Bildende Kunst – Spielfilm – digitale Medien. Nümbrecht: Kirsch-Verlag, 2018.

KOLEČANI LENČOVÁ, I. 2008. Literárny artefakt vo výučbe cudzích jazykov. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2008.

KOLEČANI LENČOVÁ, I. 2021. Auf der Suche nach der Freundlichkeit der Schule = In search of friendliness at school: Unfolding a new teaching culture : Entfaltung einer neuen Unterrichtskultur. In: Philologia. Roč. 31, (2021), 189-205. - ISSN (print) 1339-2026.

LEVY, M. /STOCKWELL, G. 2006. CALL Dimensions. Routledge, 2006. ISBN 9780805856347.

USCHI, F. 2003. Language learning online: towards best practice. Routledge, 2003.

JAVORČÍKOVÁ, J. 2011. Poézia v lingvo-literárnych aktivitách ako metodologický nástroj budovania funkčnej gramotnosti. In Acta Facultatis Humanisticae Universitatis Matthiae Belii Neosoliensis: humanitné vedy - literárna veda. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2011, 11-20.

NUNAN, D. 1989. The Learner-Centered Curriculum. London: Cambridge University Press, 1989.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

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

Total number of evaluated students: 2

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

**Lecturers:** doc. PhDr. Ivica Kolečáni Lenčová, PhD., doc. PaedDr. Martina Šipošová, PhD., prof. György Domokos, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde013/22	<b>Course title:</b> new trends in foreign language didactics
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: block teaching, 12 hours (6 lectures / 6 seminars) Form of the course: in-person teaching, combined Number of hours: 100 hours 12 hours of direct teaching; 38 hours of home preparation for seminars, self-study; 50 hours of work on a supplementary paper and seminar paper (20 and 30 hours). Teaching methods: explanation, work with scientific text, brainstorming, heuristic method, discussion on selected topics, critical analysis and comparison of individual theories, problem-solving tasks, application of theoretical knowledge into practice, guided self-study, colloquium	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Interim assessment: Individual work: self-study, processing materials, creation of a supplementary paper, argumentation-based presentation of the paper within a colloquium (35%) Final assessment: 1. Final work: elaboration and creation of new didactic materials in the form of a teaching unit with an emphasis on current trends in foreign language teaching (40 %) 2. Active participation in lectures and seminars, critical analysis of individual components of the proposed teaching unit within the colloquium (25%) To complete the course, the student must achieve at least 70%. Final grades are awarded based on the scale: A (100 - 95 %, excellent – outstanding results), B (94 - 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 - 0 %, fail – further work required).	

Excellent: excellent knowledge of the area, the ability of analytical thinking and the formulation of critical evaluation attitudes in connection with the skills of applying theoretical knowledge into practice. Structured, autonomous and creative elaboration of assigned topics and the teaching unit. Well-grounded mastery of the professional conceptual apparatus.

Very good: solid theoretical knowledge and the ability to connect it with the skill of applying theoretical knowledge into practice. Structured and autonomous elaboration of assigned topics and the teaching unit with minor errors; a very good ability of analytical thinking and formulation of critical evaluation attitudes; a very good mastery of the professional conceptual apparatus.

Good: average knowledge and the ability to connect it with skills based on the acquisition of the conceptual apparatus; a good ability of analytical thinking and formulation of evaluative critical attitudes; average control of the professional conceptual apparatus.

Satisfactory: superficial knowledge and an insufficient ability to connect it with skills in solving problem-tasks, incoherent expression with errors, errors and inaccuracies in the use of the conceptual apparatus.

Sufficient: the contents are mastered with several shortcomings, there is a lack of sufficient mastery and understanding of the topic and interpretive procedures, there is a lack of scientific argumentation and formulation of evaluative critical attitudes, great inaccuracies in the mastery of the conceptual apparatus.

Fail: insufficient knowledge, insufficient mastery of the conceptual apparatus, a lack of understanding of the topic and interpretive procedures.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Objectives: Students will deepen their knowledge of the latest knowledge of linguistics in connection with psycholinguistics, neurolinguistics, psychology of learning (teaching), pedagogy and empirical research, as well as the requirements related to changes in society.

Outcomes: The course will provide students with a multidimensional view of the didactics of foreign languages. They will expand their knowledge of current trends in foreign language education while accepting the diversity of subjects (different age groups, specific educational needs, etc.). They will develop skills to apply the complex theoretical basis of individual concepts, conceptions and approaches in educational practice at various levels of education in the public and private sectors.

Students will acquire extended professional and didactic competencies in culturally, linguistically and performance-heterogeneous classes leading to the humanization of foreign language teaching.

They are able to plan, initiate and modify relevant components of the field in relation to its prospect from a social, ethical and cultural-societal aspect.

### **Class syllabus:**

Course overview:

1. Alternative approaches to foreign language teaching (e.g., Callan's method, Alpha learning, Hocus Lotus, KIKUS, Helen Doron, Wattsenglish, Mortimer English, etc.);
2. Humanization of foreign language teaching (constructivism, intercultural approach in foreign language teaching, gestalt pedagogy, etc.);
3. Aesthetic learning (literature, theater, fine arts, music, film);
4. Information and communication technologies, computer-assisted teaching (CALL, e-learning, e-tutoring, blended learning, flipped classroom);
5. Multisensory approach and inclusive education in foreign language teaching.

**Recommended literature:**

Compulsory literature:

JAVORČÍKOVÁ, J. 2013. Nové metódy integrácie dramatických aktivít - dialóg, skeč, komiks a "reader's theatre" do výučby anglického jazyka. In Determinanty pregraduálnej prípravy učiteľov anglického jazyka 2 Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2013, 5-27.

KOLEČANI LENČOVÁ, I./DAŇOVÁ, M. 2010. Celostná pedagogika vo výučbe cudzích jazykov: s praktickými ukážkami z vyučovania nemeckého jazyka. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2010.

PRŠOVÁ, E. 2015. Literárny text v komunikačno-zážitkovom vyučovaní: vysokoškolská učebnica [CD-ROM]. Banská Bystrica: Vydavateľstvo Univerzity Mateja Bela – Belianum, 2015.

Recommended literature:

BERNICOT, J. et al. 2010. Interactions verbales et acquisition du langage, Paris, l'Harmattan, 2010.

BLAIR, R. W. (ed.). 1982. Innovative Approaches to Language Teaching. Heinle & Heinle Pub; 2nd ed, 1982.

ARSCH, A. 2006. Mediendidaktik Deutsch. Paderborn: Schöningh UTB, 2006.

DUFF, A. /MALEY, A. 2007. Literature (Resource Books for Teachers). Oxford: Oxford University Press, 2007.

GUASTI, M.T. 2007. L'acquisizione del linguaggio. Un'introduzione. Milano, Raffaello Cortina Editore, 2007.

JAVORČÍKOVÁ, J. 2010. Literárny a kultúrny artefakt v procese výučby = Literary and cultural artefact in the process of teaching. In Philologica LXV.: zborník Filozofickej fakulty Univerzity Komenského Bratislava: Univerzita Komenského, Filozofická fakulta, 2010, s. 209-215.

KOLEČANI LENČOVÁ, I./KOVÁČOVÁ, M./TOMÁŠKOVÁ, S. 2018. Neue Wege im DaF-Unterricht : Bildende Kunst – Spielfilm – digitale Medien. Nümbrecht: Kirsch-Verlag, 2018.

KOLEČANI LENČOVÁ, I. 2008. Literárny artefakt vo výučbe cudzích jazykov. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2008.

KOLEČANI LENČOVÁ, I. 2021. Auf der Suche nach der Freundlichkeit der Schule = In search of friendliness at school: Unfolding a new teaching culture : Entfaltung einer neuen Unterrichtskultur. In: Philologia. Roč. 31, (2021), 189-205. - ISSN (print) 1339-2026.

LEVY, M. /STOCKWELL, G. 2006. CALL Dimensions. Routledge, 2006. ISBN 9780805856347.

USCHI, F. 2003. Language learning online: towards best practice. Routledge, 2003.

JAVORČÍKOVÁ, J. 2011. Poézia v lingvo-literárnych aktivitách ako metodologický nástroj budovania funkčnej gramotnosti. In Acta Facultatis Humanisticae Universitatis Matthiae Belii Neosoliensis: humanitné vedy - literárna veda. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied, 2011, 11-20.

NUNAN, D. 1989. The Learner-Centered Curriculum. London: Cambridge University Press, 1989.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

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

Total number of evaluated students: 2

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

**Lecturers:** doc. PhDr. Ivica Kolečáni Lenčová, PhD., doc. PaedDr. Martina Šipošová, PhD., prof. György Domokos, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde007/22	<b>Course title:</b> new trends in psychological theory and practice (group A)
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours of lectures per semester, hybrid form (primarily in-person teaching) Workload of a course: 12 hours of in-person teaching; continuous preparation for classes (24 hours); self-directed learning – working with scientific literature (36 hours); elaboration of seminar research paper (40 hours); preparation and elaboration of video-presentation (40 hours). Total 152 hours. Teaching methods: Lecture, group discussion, interview, directed discussion, problem solving, heuristic method, the elaboration of concept map, self-directed study, working with sources, critical analysis of research studies from psychology.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course requirements for evaluation: In-semester assessment (100%). The in-semester assessment comprises of elaboration and fulfilment of previously designated tasks: elaborating and presenting of selected research studies in a particular topic (50% of evaluation), written seminar paper which includes the revision and incorporation of amendments (50% of evaluation). To pass the course, it is required to obtain a minimum of 60% in overall evaluation. Evaluation: A (100-94%, excellent – outstanding results), B (93-86%, very good – above the average standard), C (85-76%, good – generally sound work), D (75-68%, satisfactory – fair but with significant shortcomings), E (67-60%, sufficient – performance meets the minimum criteria), Fx (59-0%, fail – further work required). Grade A: the students can reflect their knowledge of psychology in an excellent, correct, and active manner. They put emphasis on new methods, theories, research methods, including the	

integration of information from other disciplines, emphasising a multidisciplinary approach and relevant relations to the scientific field and thematic focus of their dissertation thesis.

Grade B: the students demonstrate above the average standard of analysis and critical comparison of scientific texts from psychology, they can integrate knowledge from psychology with information from other disciplines, they can apply theoretical knowledge into practice and into the elaboration of previously designated tasks: emphasising a multidisciplinary approach and relevant relations to the scientific field and thematic focus of their dissertation thesis

Grade C: the students demonstrate a good standard of analysis and critical comparison of scientific texts from psychology, they possess a good knowledge of theoretical information and the ability to apply theoretical knowledge into practice (also in the elaboration of previously designated tasks) and present them in meaningful and logical relations.

Grade D: the students can analyse and critically compare scientific texts from psychology, they demonstrate difficulties in the elaboration of content reflecting the current scientific research, their ability to apply theoretical knowledge into practice and in the elaboration of previously designated tasks is satisfying.

Grade E: the students fail to fulfil some of the designated tasks, they require further assistance in processing complex theoretical information from psychology and research; they demonstrate limitations in theoretical and methodological knowledge and fail to apply theoretical knowledge in the elaboration of previously designated tasks.

Grade Fx: in order to obtain adequate knowledge and research abilities, the students are required to take on further study.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The main aim of the course is for the students to become familiar with the newest trends from psychological theory and practice.

The students will be capable of:

- Clarifying the theoretical basis of psychological approaches,
- Differentiating newest trends in social psychology,
- Comprehending research methods in personality psychology.

The students will comprehend:

- The complex issue of health, mental health, and psychology of disability,
- Information dealing with neuroscience, cognitive science, and their application in psychology in current educational conditions and helping professions.

The students will be able to:

- Integrate newest knowledge from the science of psychology into the research concepts of related disciplines (especially in the field of their dissertation thesis)
- Integrate newest knowledge of psychological approaches and understand the overall meaning of personality and its development,

Critically analyse and compare information published in national as well as international scientific literature.

### **Class syllabus:**

Course overview:

1. Current development of scientific conceptualization and the research of health and mental health (operationalization, terms: diagnostics, intervention, and prevention).
2. Current trends and research in psychology (pathopsychology) of people with various disabilities.

3. New approaches in psychology and familiar sciences, integration of current knowledge and research of neuroscience and cognitive science (the basic and applied research in psychology and pedagogical science).
4. Current issues dealing with applied social psychology with the emphasis on media psychology, digitalization, psychology of media, psychology of violence and consumer psychology.
5. Current national and international research in the field of applied behavioural analysis.
6. Current national and international research in the field of interpersonal interaction and emotional regulation.

**Recommended literature:**

Compulsory literature:

Calvert, S. L., Wilson, B. J. (2008). *The Handbook of Children, Media and Development*. N.J.: Wiley-Blackwell. (selected chapters)

Glasová, M., Groma, M., Andreánska, V. (2015). Zdravie a zdravotné postihnutie. In Groma, M. a kolektív, *Zdravotné postihnutie v kontexte aktivity, participácie a zdravia*. Bratislava: Univerzita Komenského v Bratislave. (p. 7-32)

Glasová, M., Harvanová, S., Vancu, E. (2021). *Multimodalita vývinu emocionálnej regulácie u adolescentov*. 1. vyd., Bratislava: Univerzita Komenského. (selected chapters)

Jursová Zacharová, Z. (2021). *Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania*. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, Katedra psychológie a patopsychológie. (selected chapters)

Recommended literature:

Monographies

Catania, A. C. (2012). *Learning*. 5th edition New York: Sloan Publishing.

Cicchetti, D. (2016). *Developmental psychopathology*. 3rd edition. Volume I-IV. (I. Theory and method; II. Developmental neuroscience; III. Maladaptation and psychopathology; IV. Risk, resilience and Intervention). New York: Willey and Sons.

Fisher, W.W., Piazza, C. C., Roane, H. S. (2011). *Handbook of Applied Behavioral Analysis*. New York: Guilford Press.

Glasová, M., Groma, M. (2019): Posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, *Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania*. 1. vyd., Bratislava: Univerzita Komenského. (p. 57-96)

Jursová Zacharová, Z. (2013). Osvojovanie si materinského jazyka. In Jursová Zacharová, & Z., Sokolová L. *Na ceste za dvojjazyčnosťou: od informálneho k formálnemu vzdelávaniu = On the path to bilingualism: from informal to formal education*. DITI. 15-44.

Marini, I., Glover-Graf, N. M., Millington, M. J. (2012). *Psychosocial Aspects of Disability: Insider Perspectives and Strategies for Counselors*. New York: Springer Publishing Company. (selected chapters)

Vybíral, Z. (2015). *Lži, polopravdy a pravda v lidské komunikaci*. Praha: Portál.

Periodicums and scientific databases

Psychológia a patopsychológia dieťaťa; Československá psychologie, *Studia psychologica*; *Developmental Psychology*; *Child Development*; *Euroepan Psychologist*; *American Psychologist*; *Psychological Bulletin*; *APA PsycNet®*; *APA PsycInfo®*, *Trends in Psychology* and others.

**Languages necessary to complete the course:**

Slovak language and Czech language and English language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 4						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Zlatica Zacharová, PhD., prof. PhDr. Gabriela Lojová, PhD.						
<b>Last change:</b> 11.11.2022						
<b>Approved by:</b> prof. György Domokos, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde007/22	<b>Course title:</b> new trends in psychological theory and practice (group A)
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours of lectures per semester, hybrid form (primarily in-person teaching) Workload of a course: 12 hours of in-person teaching; continuous preparation for classes (24 hours); self-directed learning – working with scientific literature (36 hours); elaboration of seminar research paper (40 hours); preparation and elaboration of video-presentation (40 hours). Total 152 hours. Teaching methods: Lecture, group discussion, interview, directed discussion, problem solving, heuristic method, the elaboration of concept map, self-directed study, working with sources, critical analysis of research studies from psychology.	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course requirements for evaluation: In-semester assessment (100%). The in-semester assessment comprises of elaboration and fulfilment of previously designated tasks: elaborating and presenting of selected research studies in a particular topic (50% of evaluation), written seminar paper which includes the revision and incorporation of amendments (50% of evaluation). To pass the course, it is required to obtain a minimum of 60% in overall evaluation. Evaluation: A (100-94%, excellent – outstanding results), B (93-86%, very good – above the average standard), C (85-76%, good – generally sound work), D (75-68%, satisfactory – fair but with significant shortcomings), E (67-60%, sufficient – performance meets the minimum criteria), Fx (59-0%, fail – further work required). Grade A: the students can reflect their knowledge of psychology in an excellent, correct, and active manner. They put emphasis on new methods, theories, research methods, including the	

integration of information from other disciplines, emphasising a multidisciplinary approach and relevant relations to the scientific field and thematic focus of their dissertation thesis.

Grade B: the students demonstrate above the average standard of analysis and critical comparison of scientific texts from psychology, they can integrate knowledge from psychology with information from other disciplines, they can apply theoretical knowledge into practice and into the elaboration of previously designated tasks: emphasising a multidisciplinary approach and relevant relations to the scientific field and thematic focus of their dissertation thesis

Grade C: the students demonstrate a good standard of analysis and critical comparison of scientific texts from psychology, they possess a good knowledge of theoretical information and the ability to apply theoretical knowledge into practice (also in the elaboration of previously designated tasks) and present them in meaningful and logical relations.

Grade D: the students can analyse and critically compare scientific texts from psychology, they demonstrate difficulties in the elaboration of content reflecting the current scientific research, their ability to apply theoretical knowledge into practice and in the elaboration of previously designated tasks is satisfying.

Grade E: the students fail to fulfil some of the designated tasks, they require further assistance in processing complex theoretical information from psychology and research; they demonstrate limitations in theoretical and methodological knowledge and fail to apply theoretical knowledge in the elaboration of previously designated tasks.

Grade Fx: in order to obtain adequate knowledge and research abilities, the students are required to take on further study.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The main aim of the course is for the students to become familiar with the newest trends from psychological theory and practice.

The students will be capable of:

- Clarifying the theoretical basis of psychological approaches,
- Differentiating newest trends in social psychology,
- Comprehending research methods in personality psychology.

The students will comprehend:

- The complex issue of health, mental health, and psychology of disability,
- Information dealing with neuroscience, cognitive science, and their application in psychology in current educational conditions and helping professions.

The students will be able to:

- Integrate newest knowledge from the science of psychology into the research concepts of related disciplines (especially in the field of their dissertation thesis)
- Integrate newest knowledge of psychological approaches and understand the overall meaning of personality and its development,

Critically analyse and compare information published in national as well as international scientific literature.

### **Class syllabus:**

Course overview:

1. Current development of scientific conceptualization and the research of health and mental health (operationalization, terms: diagnostics, intervention, and prevention).
2. Current trends and research in psychology (pathopsychology) of people with various disabilities.

3. New approaches in psychology and familiar sciences, integration of current knowledge and research of neuroscience and cognitive science (the basic and applied research in psychology and pedagogical science).
4. Current issues dealing with applied social psychology with the emphasis on media psychology, digitalization, psychology of media, psychology of violence and consumer psychology.
5. Current national and international research in the field of applied behavioural analysis.
6. Current national and international research in the field of interpersonal interaction and emotional regulation.

### **Recommended literature:**

#### Compulsory literature:

Calvert, S. L., Wilson, B. J. (2008). *The Handbook of Children, Media and Development*. N.J.: Wiley-Blackwell. (selected chapters)

Glasová, M., Groma, M., Andreánska, V. (2015). Zdravie a zdravotné postihnutie. In Groma, M. a kolektív, *Zdravotné postihnutie v kontexte aktivity, participácie a zdravia*. Bratislava: Univerzita Komenského v Bratislave. (p. 7-32)

Glasová, M., Harvanová, S., Vancu, E. (2021). *Multimodalita vývinu emocionálnej regulácie u adolescentov*. 1. vyd., Bratislava: Univerzita Komenského. (selected chapters)

Jursová Zacharová, Z. (2021). *Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania*. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, Katedra psychológie a patopsychológie. (selected chapters)

#### Recommended literature:

##### Monographies

Catania, A. C. (2012). *Learning*. 5th edition New York: Sloan Publishing.

Cicchetti, D. (2016). *Developmental psychopathology*. 3rd edition. Volume I-IV. (I. Theory and method; II. Developmental neuroscience; III. Maladaptation and psychopathology; IV. Risk, resilience and Intervention). New York: Willey and Sons.

Fisher, W.W., Piazza, C. C., Roane, H. S. (2011). *Handbook of Applied Behavioral Analysis*. New York: Guilford Press.

Glasová, M., Groma, M. (2019): Posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, *Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania*. 1. vyd., Bratislava: Univerzita Komenského. (p. 57-96)

Jursová Zacharová, Z. (2013). Osvojovanie si materinského jazyka. In Jursová Zacharová, & Z., Sokolová L. *Na ceste za dvojjazyčnosťou: od informálneho k formálnemu vzdelávaniu = On the path to bilingualism: from informal to formal education*. DITI. 15-44.

Marini, I., Glover-Graf, N. M., Millington, M. J. (2012). *Psychosocial Aspects of Disability: Insider Perspectives and Strategies for Counselors*. New York: Springer Publishing Company. (selected chapters)

Vybíral, Z. (2015). *Lži, polopravdy a pravda v lidské komunikaci*. Praha: Portál.

##### Periodicums and scientific databases

Psychológia a patopsychológia dieťaťa; Československá psychologie, *Studia psychologica*; *Developmental Psychology*; *Child Development*; *Euroepan Psychologist*; *American Psychologist*; *Psychological Bulletin*; *APA PsycNet®*; *APA PsycInfo®*, *Trends in Psychology* and others.

### **Languages necessary to complete the course:**

Slovak language and Czech language and English language

### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 4						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Mária Glasová, PhD., doc. Mgr. Zlatica Zacharová, PhD., prof. PhDr. Gabriela Lojová, PhD.						
<b>Last change:</b> 11.11.2022						
<b>Approved by:</b> prof. György Domokos, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde008/22	<b>Course title:</b> new trends in school management (group B)
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, lecture, hybrid form (predominantly in-person teaching) Workload of a course: 12 hours (6 credits): 3 x 4 hours of in-person teaching – 12 hours, literature study and independent preparation 38 hours, preparation for in-semester assessment 70 hours, preparation for final assessment 60 hours, total 180 hours Teaching methods: Dialogue methods – interview, group discussion, debate, polemic, problem-solving methods – brainwriting, brainstorming, monologic methods – lectures, instruction, project methods, self-directed learning – working with text, assessment and task solving, e-learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course requirements for evaluation: in-semester assessment and final assessment (50+50, total 100 points). The course is completed with an exam. To complete the course, active participation is mandatory. Evaluation: In-semester evaluation: - Critical analysis of national and international research studies – 20 points and the elaboration of partial elements of case study – 30 points, Final evaluation: - The completion of the proposed concept of a case study (based on previously designated structure) and its oral presentation – 50 points. For successful completion of the course, the student must receive a minimum of 60% of overall evaluation:	

A (100-91%, excellent – outstanding results) – the student is familiar with the topic at an excellent level, the student proves to have analytical and critical thinking, the student can create independently a concept of a case study at an excellent level, the student demonstrates metacognitive abilities.

B (90-81%, very good – above the average standard) – the student is familiar with the topic at a very good level (with minor inaccuracies), the student proves to have analytical and critical thinking, the student is able to create independently a concept of a case study at a very good level, the student demonstrates evaluative and procedural cognitive abilities.

C (80-73%, good – generally sound work) – the student is familiar with the topic at a good level (with multiple mistakes or inaccuracies), the student demonstrates independent analytical and critical thinking, the student is able to create independently a concept of a case study at a good level, the student can apply the principles of scientific work when designing a project.

D (72-66%, satisfactory – fair but with significant shortcomings) – the student is familiar with the topic at a satisfactory level (with considerable mistakes), the student is able to create independently a concept of a case study at an average level, the student demonstrates conceptual knowledge and the ability to think analytically, the student can argue at a satisfactory level.

E (65-60%, sufficient – performance meets the minimum criteria) – the student is familiar with the topic at an acceptable level (with considerable mistakes), the student is able to create independently a very low-quality concept of a case study (but still acceptable), the student demonstrates conceptual knowledge and argumentative abilities at a low level.

Fx (59-0%, fail – further work required)- the student is unable to apply acquired knowledge, the student creates a concept of a case study at an unsatisfactory level, the student does not demonstrate sufficient knowledge of critical thinking, the student is not familiar with basic terms and methods in research work, the student does not demonstrate the ability and motivation for self-study.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

- The student of this course gains knowledge and satisfactory orientation in current trends of school management in Slovakia, with emphasis on management of educational institutions at macro, mezzo and microlevel.
- The student obtains information about current international trends in school management.
- The student becomes familiar with elementary law documents and should demonstrate the ability to interpret their content. These documents modify the functioning of kindergartens, primary and secondary schools, high schools, and universities in Slovakia, with the emphasis on the requirements of educational pedagogical workers and in context with the topic of the student's dissertation thesis.
- The student will be able to apply acquired knowledge when designing own case study based on previously designated requirements and in accordance with the student's topic of dissertation thesis. The creation of a case study enables the student to strengthen his abilities in critical thinking, active listening, communicating, persuasion, argumentation, presentation, writing, the ability to collaborate and plan activities that are related to the elaboration of a case study, the ability to think in context, metacognitive abilities and the ability of self-education.

### **Class syllabus:**

Course overview:

- The theory of school management and its relation to pedagogical sciences. The definition of basic terms from the historical as well as current point of view. Functions and roles of school management in Slovakia and abroad. Theoretical models of school management. Current system of

school management in Slovakia and current trends in school management abroad. Legal acts that modify the functioning of educational institutions at macro, mezzo and predominantly microlevel. The personality of the manager of educational staff – legal and personable requirements.

The student is familiar with the theory of school management and its relationship with pedagogical science. The student understands the terminology and can actively use it in communication and not only in the context of his dissertation thesis. The student is familiar with the roles and functions of school management in Slovakia and abroad. The student possesses a theoretical overview of school management models as well as the current school management system and trends in Slovakia and abroad. The student is familiar with law documents and can interpret their meaning. These documents modify the functioning of kindergartens, primary and secondary schools, high schools and universities in Slovakia, educational institutions at macro, mezzo and predominantly microlevel with the emphasis on the requirements of educational worker. The student is able to characterize the personality of the manager of educational staff – from the point of view of legal and personable requirements.

- System of internal school management in context with management functions: process of planning in educational institution (with the emphasis on strategic planning). Decision making (the steps and methods of decision making). Organisation (the elaboration of organisational structures and principles of self-direction). Managing people (types of management, teamwork, delegation, coaching, ethical management). Trends in the application of motivational theories and strategies. Management communication (internal and external). Internal and external control. The differentiation between evaluation, evaluation and autoevaluation of school organisation. Marketing and marketing mix.

The student is familiar with the internal school management in context with management functions, planning, decision making, organisation, people management and control. The student understands the issue of marketing in school environment. The student is familiar with marketing mix – a set of tools, which are used to depict features of educational services offered to “customers”

- The elaboration of a concept of a case study and its elements (to determine and define research questions, select cases and methods of data collection and analysis, prepare for data collection in the field, analysis and evaluation, report preparation).

The student can determine and define research questions and the number of cases that he will deal with. The student can select adequate methods and tools for each case. The student can listen, question, interpret answer, seek relations, and make revelations from hidden context. The student can obtain and save multiple sources, which will subsequently be processed. The student can create databases etc. The student is familiar with various methods of data processing and understands them in context. The student is able to select a method with a particular aim, so that he can overcome an imposed limitation and secure high credibility. The student understands the meaning of result interpretation and its objectivization. The student can reflect on the matter of research and its procedure. The student must include an explanation of his case selection and describe the case in written form.

### **Recommended literature:**

Compulsory literature:

PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 p. ISBN 978-80-223-3621-5.

[https://www.fedu.uniba.sk/uploads/media/Skolsky\\_manazment.pdf](https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf)

PISOŇOVÁ, M. a kol. 2017. Školský manažment terminologický a výkladový slovník.

Bratislava : Wolters Kluwer, 2017, 1. vol., 167 p., ISBN 978-80-8168-660-3.

<https://moodle.uniba.sk/mod/quiz/view.php?id=57866>

The students will be able to access additional study material in electronic form via LMS Moodle  
 – Course title: New trends in school management  
 The Constitution of the Slovak Republic  
 Current legislative norms concerning the establishment and activities of kindergartens, primary and secondary schools, high schools and universities in Slovak Republic.  
 Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.  
 Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov  
 Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov  
 Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení  
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.  
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 4

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

**Lecturers:** doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Adriana Poliaková, PhD.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde008/22	<b>Course title:</b> new trends in school management (group B)
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: 12 hours per semester, lecture, hybrid form (predominantly in-person teaching) Workload of a course: 12 hours (6 credits): 3 x 4 hours of in-person teaching – 12 hours, literature study and independent preparation 38 hours, preparation for in-semester assessment 70 hours, preparation for final assessment 60 hours, total 180 hours Teaching methods: Dialogue methods – interview, group discussion, debate, polemic, problem-solving methods – brainwriting, brainstorming, monologic methods – lectures, instruction, project methods, self-directed learning – working with text, assessment and task solving, e-learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course requirements for evaluation: in-semester assessment and final assessment (50+50, total 100 points). The course is completed with an exam. To complete the course, active participation is mandatory. Evaluation: In-semester evaluation: - Critical analysis of national and international research studies – 20 points and the elaboration of partial elements of case study – 30 points, Final evaluation: - The completion of the proposed concept of a case study (based on previously designated structure) and its oral presentation – 50 points. For successful completion of the course, the student must receive a minimum of 60% of overall evaluation:	

A (100-91%, excellent – outstanding results) – the student is familiar with the topic at an excellent level, the student proves to have analytical and critical thinking, the student can create independently a concept of a case study at an excellent level, the student demonstrates metacognitive abilities.

B (90-81%, very good – above the average standard) – the student is familiar with the topic at a very good level (with minor inaccuracies), the student proves to have analytical and critical thinking, the student is able to create independently a concept of a case study at a very good level, the student demonstrates evaluative and procedural cognitive abilities.

C (80-73%, good – generally sound work) – the student is familiar with the topic at a good level (with multiple mistakes or inaccuracies), the student demonstrates independent analytical and critical thinking, the student is able to create independently a concept of a case study at a good level, the student can apply the principles of scientific work when designing a project.

D (72-66%, satisfactory – fair but with significant shortcomings) – the student is familiar with the topic at a satisfactory level (with considerable mistakes), the student is able to create independently a concept of a case study at an average level, the student demonstrates conceptual knowledge and the ability to think analytically, the student can argue at a satisfactory level.

E (65-60%, sufficient – performance meets the minimum criteria) – the student is familiar with the topic at an acceptable level (with considerable mistakes), the student is able to create independently a very low-quality concept of a case study (but still acceptable), the student demonstrates conceptual knowledge and argumentative abilities at a low level.

Fx (59-0%, fail – further work required)- the student is unable to apply acquired knowledge, the student creates a concept of a case study at an unsatisfactory level, the student does not demonstrate sufficient knowledge of critical thinking, the student is not familiar with basic terms and methods in research work, the student does not demonstrate the ability and motivation for self-study.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

- The student of this course gains knowledge and satisfactory orientation in current trends of school management in Slovakia, with emphasis on management of educational institutions at macro, mezzo and microlevel.
- The student obtains information about current international trends in school management.
- The student becomes familiar with elementary law documents and should demonstrate the ability to interpret their content. These documents modify the functioning of kindergartens, primary and secondary schools, high schools, and universities in Slovakia, with the emphasis on the requirements of educational pedagogical workers and in context with the topic of the student's dissertation thesis.
- The student will be able to apply acquired knowledge when designing own case study based on previously designated requirements and in accordance with the student's topic of dissertation thesis. The creation of a case study enables the student to strengthen his abilities in critical thinking, active listening, communicating, persuasion, argumentation, presentation, writing, the ability to collaborate and plan activities that are related to the elaboration of a case study, the ability to think in context, metacognitive abilities and the ability of self-education.

### **Class syllabus:**

Course overview:

- The theory of school management and its relation to pedagogical sciences. The definition of basic terms from the historical as well as current point of view. Functions and roles of school management in Slovakia and abroad. Theoretical models of school management. Current system of

school management in Slovakia and current trends in school management abroad. Legal acts that modify the functioning of educational institutions at macro, mezzo and predominantly microlevel. The personality of the manager of educational staff – legal and personable requirements.

The student is familiar with the theory of school management and its relationship with pedagogical science. The student understands the terminology and can actively use it in communication and not only in the context of his dissertation thesis. The student is familiar with the roles and functions of school management in Slovakia and abroad. The student possesses a theoretical overview of school management models as well as the current school management system and trends in Slovakia and abroad. The student is familiar with law documents and can interpret their meaning. These documents modify the functioning of kindergartens, primary and secondary schools, high schools and universities in Slovakia, educational institutions at macro, mezzo and predominantly microlevel with the emphasis on the requirements of educational worker. The student is able to characterize the personality of the manager of educational staff – from the point of view of legal and personable requirements.

- System of internal school management in context with management functions: process of planning in educational institution (with the emphasis on strategic planning). Decision making (the steps and methods of decision making). Organisation (the elaboration of organisational structures and principles of self-direction). Managing people (types of management, teamwork, delegation, coaching, ethical management). Trends in the application of motivational theories and strategies. Management communication (internal and external). Internal and external control. The differentiation between evaluation, evaluation and autoevaluation of school organisation. Marketing and marketing mix.

The student is familiar with the internal school management in context with management functions, planning, decision making, organisation, people management and control. The student understands the issue of marketing in school environment. The student is familiar with marketing mix – a set of tools, which are used to depict features of educational services offered to “customers”

- The elaboration of a concept of a case study and its elements (to determine and define research questions, select cases and methods of data collection and analysis, prepare for data collection in the field, analysis and evaluation, report preparation).

The student can determine and define research questions and the number of cases that he will deal with. The student can select adequate methods and tools for each case. The student can listen, question, interpret answer, seek relations, and make revelations from hidden context. The student can obtain and save multiple sources, which will subsequently be processed. The student can create databases etc. The student is familiar with various methods of data processing and understands them in context. The student is able to select a method with a particular aim, so that he can overcome an imposed limitation and secure high credibility. The student understands the meaning of result interpretation and its objectivization. The student can reflect on the matter of research and its procedure. The student must include an explanation of his case selection and describe the case in written form.

### **Recommended literature:**

Compulsory literature:

PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 p. ISBN 978-80-223-3621-5.

[https://www.fedu.uniba.sk/uploads/media/Skolsky\\_manazment.pdf](https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf)

PISOŇOVÁ, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vol., 167 p., ISBN 978-80-8168-660-3.

<https://moodle.uniba.sk/mod/quiz/view.php?id=57866>

The students will be able to access additional study material in electronic form via LMS Moodle  
 – Course title: New trends in school management  
 The Constitution of the Slovak Republic  
 Current legislative norms concerning the establishment and activities of kindergartens, primary and secondary schools, high schools and universities in Slovak Republic.  
 Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.  
 Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov  
 Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov  
 Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení  
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.  
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 4

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

**Lecturers:** doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Adriana Poliaková, PhD., PaedDr. Erika Drgoňová, PhD.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde005/22	<b>Course title:</b> pragmalinguistics
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Number of hours: Block teaching together 12 hours, 6 hours of lectures/6 hours of seminars per week: per level/semester: 6s/6l Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 150 hours: Classes – 12 hours, 48 hours of home preparation for teaching, 90 hours divided according to the study plan (50:50) as 45 hours during the semester for short tests + 45 hours for preparation for the final colloquium Teaching methods: explanation, discussion on the topic, work with professional text, heuristic method, critical analysis and comparison of individual streams, problem-solving, guided self-study, colloquium	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment (50 points/percent): 3 short tests focused on the content of individual thematic units (3 x 16,7p). A minimum of 12,5p must be obtained from each test. Final assessment (50 points/percent): During the final colloquium, the aspirants present and justify their views on the selected topic based on the acquired theoretical knowledge, research results, and suggestions from guided discussions during teaching (50p). The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). The final assessment reflects the level of orientation of the aspirant in the given scientific field, the ability of selection, relation and synthesis of acquired theoretical knowledge, the degree of coherence of the view of the complexity of problems that pragmalinguistics solves; level of	

analytical, linguistic and critical thinking; the ability to apply theoretical knowledge to his/her professional practice at the tertiary level; the ability to design, evaluate and modify stimuli for theoretical, empirical or applied research; the assessment also reflects the level of presentation and argumentation skills; competence to use knowledge for his/her personal and professional development.

Excellent: mastering the educational content and understanding of the issue in all its complexity is at an excellent level, the aspirant's speech is characterized by well-thought-out argumentation with a clear and logical structure supported by taking his/her own evaluative and critical attitudes, using a conceptual apparatus that is accurate; the thoroughness of the preparation reflects the active participation in the seminars, while the aspirant himself/herself initiates and encourages the direction of the discussion.

Very good: mastering the educational content and understanding of the issue is at a solid level, the aspirant's speech is characterized by very well structured argumentation supported by taking his/her own evaluative and critical attitudes, using a conceptual apparatus that is reliable; homework is reflected in seminar participation, while the aspirant himself/herself actively enters and develops the discussion;

Good: mastering the educational content and understanding of the issue is at an appropriate level, the aspirant's speech is characterized by the ability to formulate and organize his/her argumentation, which supports evaluative and critical attitudes using a moderately developed conceptual apparatus; homework is reflected in participation in seminars, while the aspirant's activity and reactions to the content of the discussion are at the expected level;

Satisfactory: mastering the educational content and understanding of the issue is superficial, the aspirant's speech is characterized by distorted argumentation with a low degree of connection with his/her own evaluative and critical attitudes, accuracy and degree of implementation of the conceptual apparatus is below average, home preparation reflects limited participation in seminars, but responds to the discussion at the basic level;

Sufficient: mastering the educational content and understanding of the issue is at a basic level, characterized by many shortcomings and superficiality, the argumentation at the scientific level in the aspirant's speech is almost completely absent, the precision of the conceptual apparatus, and formulation of evaluative and critical attitudes, preparation for seminars is inconsistent, reflecting passivity and avoiding direct discussion and answers;

Fail: mastering the educational content and understanding of the issue is insufficient, as well as the level of acquisition and handling of the conceptual apparatus, the argumentation, evaluative attitudes, and critical view in the aspirant's speech are completely absent, there is a lack of understanding of the scientific context, and preparation for seminars;

### **Learning outcomes:**

Learning objectives and outcomes:

Of the learning objectives declared in the graduate profile, this course focuses on the acquisition of knowledge, skills, and competencies:

The graduate of the course will gain an overview of the historical and philosophical context of the discipline, have systematic and comprehensive knowledge of linguistic communication models and their interpretation in an intercultural context, the implications of different approaches to the taxonomy of speech acts, and textual analysis concerning the given situational context and stylistic layer, about research methods and their relation to the subject of research,

can explain, interpret, discuss and draw conclusions regarding the adequate use of linguistic features in different contexts;

knows and understands how scientific outputs in the field of pragmalinguistics go beyond the applied level at the level of teaching, learning, and language acquisition;

can actively search for professional information, recognize the theoretical background of the studied professional literature, also summarize, compare, and critically re-evaluate professional publications from a theoretical and empirical point of view;  
knows and orients himself/herself in professional linguistic journals to obtain new information and use it in his/her professional work;  
develops effective self-study strategies, the ability to clearly formulate, justify and defend own professional opinions and attitudes and to present them effectively.

**Class syllabus:**

Course overview:

1. Interpretation of existing approaches to the classification of speech acts from a philosophical point of view, language and context influence on negotiation meaning:

Students deepen their understanding of the context and causes in the process from Austin's performatives and constatives to the location, illocution, and perlocution act; develop the skill to reconcile the acquired knowledge and to construct synthesized theoretical knowledge about the contemporary approach to speech acts in the works of Austin, Searl, Derrida, Foucault, and others.

2. Positivist philosophy, Wittgenstein and communication as a language game; speech acts, meaning, speech, implication, pragmatic premise:

Students learn about the circumstances of changes in views on the use of language leading to pragmatic interpretation, the extent, and nature of the impact of context, convention, and knowledge on interpretation. Through the analysis of coherent speeches, they develop meta-linguistic and analytical-critical thinking as a basis for professional, creative, and especially interpretation-oriented work.

3. Direct and literal communication and its strategies, indirect and transmitted communication and its strategies; relations between resignations, cohesion and coherence, genres:

By critical analysis and comparison of the code and inference model of communication, students create a comprehensive view of the complex theoretical aspects of the formal and semantic side of communication.

4. Direct and indirect reference of the speaker, the importance of interlingual pragmatics, and its interpretation in the educational context:

Students re-evaluate the relevance of existing theories in terms of the organization of speeches and their universality and cultural commitment, analyze the possible implications for foreign language teaching in terms of the current socio-cultural and educational context in Slovakia.

**Recommended literature:**

Compulsory literature:

(selected chapters)

DOLNÍK, J. 1993. Všeobecná lingvistika: Sémantika a pragmatika. Bratislava: Univerzita Komenského, 1993.

DOLNÍK, J. 2009. Všeobecná jazykoveda. Bratislava: VEDA, 2009.

DOLNÍK, J. 2013. Všeobecná jazykoveda opis a vysvetľovanie jazyka. Bratislava: VEDA, 2013.

HUANG, Y. 2019. Pragmatika. Praha: Karolinum, 2019.

Recommended literature:

(selected chapters)

COOK, G. 1989. Discourse. Oxford: Oxford University Press, 1989.

CRUSE, A. D. 2011. Meaning in Language – An Introduction to Semantics and Pragmatics. Oxford: Oxford University Press, 2011.

ERNST, P. 2003. Pragmalingustik. De Gruyter Mouton. 2003. [cit. 2021-12-06]. URL: < <https://www.degruyter.com/document/doi/10.1515/9783110900590/html>>.

HALLIDAY, M. A. K./MATTHIESSEN, C. M. I. M. 2004. An Introduction to Functional Grammar. 3d ed. London: Arnold, 2004. [cit. 2021-12-06]. URL: < [http://www.uel.br/projetos/ppcat/pages/arquivos/RECURSOS/2004\\_HALLIDAY\\_MATTHIESSEN\\_An\\_Introduction\\_to\\_Functional\\_Grammar.pdf](http://www.uel.br/projetos/ppcat/pages/arquivos/RECURSOS/2004_HALLIDAY_MATTHIESSEN_An_Introduction_to_Functional_Grammar.pdf)>.

LIEDTKE, F./TUCHEN, A. (Hg.). 2018 Handbuch Pragmatik. Stuttgart: Metzler, 2018.

MEIBAUER, J. 2008. Pragmatik: Eine Einführung. Stauffenburg. 2008.

SARFATI, G-E./PAVEAU, M-A. 2014. Les grandes théories de la linguistique - De la grammaire comparée à la pragmatique: De la grammaire comparée à la pragmatique, Paris: Broché, 2014.

HUANG, Y. (ed.). 2017. The Oxford Handbook of Pragmatics. New York: Oxford University Press, 2017.

HUANG, Y. 2006. Pragmatics. New York: Oxford University Press, 2006.

These resources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** prof. György Domokos, PhD., prof. PhDr. Mária Vajičková, CSc.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde005/22	<b>Course title:</b> pragmalinguistics
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Number of hours: Block teaching together 12 hours, 6 hours of lectures/6 hours of seminars per week: per level/semester: 6s/6l Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 150 hours: Classes – 12 hours, 48 hours of home preparation for teaching, 90 hours divided according to the study plan (50:50) as 45 hours during the semester for short tests + 45 hours for preparation for the final colloquium Teaching methods: explanation, discussion on the topic, work with professional text, heuristic method, critical analysis and comparison of individual streams, problem-solving, guided self-study, colloquium	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment (50 points/percent): 3 short tests focused on the content of individual thematic units (3 x 16,7p). A minimum of 12,5p must be obtained from each test. Final assessment (50 points/percent): During the final colloquium, the aspirants present and justify their views on the selected topic based on the acquired theoretical knowledge, research results, and suggestions from guided discussions during teaching (50p). The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). The final assessment reflects the level of orientation of the aspirant in the given scientific field, the ability of selection, relation and synthesis of acquired theoretical knowledge, the degree of coherence of the view of the complexity of problems that pragmalinguistics solves; level of	

analytical, linguistic and critical thinking; the ability to apply theoretical knowledge to his/her professional practice at the tertiary level; the ability to design, evaluate and modify stimuli for theoretical, empirical or applied research; the assessment also reflects the level of presentation and argumentation skills; competence to use knowledge for his/her personal and professional development.

Excellent: mastering the educational content and understanding of the issue in all its complexity is at an excellent level, the aspirant's speech is characterized by well-thought-out argumentation with a clear and logical structure supported by taking his/her own evaluative and critical attitudes, using a conceptual apparatus that is accurate; the thoroughness of the preparation reflects the active participation in the seminars, while the aspirant himself/herself initiates and encourages the direction of the discussion.

Very good: mastering the educational content and understanding of the issue is at a solid level, the aspirant's speech is characterized by very well structured argumentation supported by taking his/her own evaluative and critical attitudes, using a conceptual apparatus that is reliable; homework is reflected in seminar participation, while the aspirant himself/herself actively enters and develops the discussion;

Good: mastering the educational content and understanding of the issue is at an appropriate level, the aspirant's speech is characterized by the ability to formulate and organize his/her argumentation, which supports evaluative and critical attitudes using a moderately developed conceptual apparatus; homework is reflected in participation in seminars, while the aspirant's activity and reactions to the content of the discussion are at the expected level;

Satisfactory: mastering the educational content and understanding of the issue is superficial, the aspirant's speech is characterized by distorted argumentation with a low degree of connection with his/her own evaluative and critical attitudes, accuracy and degree of implementation of the conceptual apparatus is below average, home preparation reflects limited participation in seminars, but responds to the discussion at the basic level;

Sufficient: mastering the educational content and understanding of the issue is at a basic level, characterized by many shortcomings and superficiality, the argumentation at the scientific level in the aspirant's speech is almost completely absent, the precision of the conceptual apparatus, and formulation of evaluative and critical attitudes, preparation for seminars is inconsistent, reflecting passivity and avoiding direct discussion and answers;

Fail: mastering the educational content and understanding of the issue is insufficient, as well as the level of acquisition and handling of the conceptual apparatus, the argumentation, evaluative attitudes, and critical view in the aspirant's speech are completely absent, there is a lack of understanding of the scientific context, and preparation for seminars;

### **Learning outcomes:**

Learning objectives and outcomes:

Of the learning objectives declared in the graduate profile, this course focuses on the acquisition of knowledge, skills, and competencies:

The graduate of the course will gain an overview of the historical and philosophical context of the discipline, have systematic and comprehensive knowledge of linguistic communication models and their interpretation in an intercultural context, the implications of different approaches to the taxonomy of speech acts, and textual analysis concerning the given situational context and stylistic layer, about research methods and their relation to the subject of research, can explain, interpret, discuss and draw conclusions regarding the adequate use of linguistic features in different contexts;

knows and understands how scientific outputs in the field of pragmalinguistics go beyond the applied level at the level of teaching, learning, and language acquisition;

can actively search for professional information, recognize the theoretical background of the studied professional literature, also summarize, compare, and critically re-evaluate professional publications from a theoretical and empirical point of view;  
knows and orients himself/herself in professional linguistic journals to obtain new information and use it in his/her professional work;  
develops effective self-study strategies, the ability to clearly formulate, justify and defend own professional opinions and attitudes and to present them effectively.

**Class syllabus:**

Course overview:

1. Interpretation of existing approaches to the classification of speech acts from a philosophical point of view, language and context influence on negotiation meaning:

Students deepen their understanding of the context and causes in the process from Austin's performatives and constatives to the location, illocution, and perlocution act; develop the skill to reconcile the acquired knowledge and to construct synthesized theoretical knowledge about the contemporary approach to speech acts in the works of Austin, Searl, Derrida, Foucault, and others.

2. Positivist philosophy, Wittgenstein and communication as a language game; speech acts, meaning, speech, implication, pragmatic premise:

Students learn about the circumstances of changes in views on the use of language leading to pragmatic interpretation, the extent, and nature of the impact of context, convention, and knowledge on interpretation. Through the analysis of coherent speeches, they develop meta-linguistic and analytical-critical thinking as a basis for professional, creative, and especially interpretation-oriented work.

3. Direct and literal communication and its strategies, indirect and transmitted communication and its strategies; relations between resignations, cohesion and coherence, genres:

By critical analysis and comparison of the code and inference model of communication, students create a comprehensive view of the complex theoretical aspects of the formal and semantic side of communication.

4. Direct and indirect reference of the speaker, the importance of interlingual pragmatics, and its interpretation in the educational context:

Students re-evaluate the relevance of existing theories in terms of the organization of speeches and their universality and cultural commitment, analyze the possible implications for foreign language teaching in terms of the current socio-cultural and educational context in Slovakia.

**Recommended literature:**

Compulsory literature:

(selected chapters)

DOLNÍK, J. 1993. Všeobecná lingvistika: Sémantika a pragmatika. Bratislava: Univerzita Komenského, 1993.

DOLNÍK, J. 2009. Všeobecná jazykoveda. Bratislava: VEDA, 2009.

DOLNÍK, J. 2013. Všeobecná jazykoveda opis a vysvetľovanie jazyka. Bratislava: VEDA, 2013.

HUANG, Y. 2019. Pragmatika. Praha: Karolinum, 2019.

Recommended literature:

(selected chapters)

COOK, G. 1989. Discourse. Oxford: Oxford University Press, 1989.

CRUSE, A. D. 2011. Meaning in Language – An Introduction to Semantics and Pragmatics. Oxford: Oxford University Press, 2011.

ERNST, P. 2003. Pragmalingustik. De Gruyter Mouton. 2003. [cit. 2021-12-06]. URL: < <https://www.degruyter.com/document/doi/10.1515/9783110900590/html>>.

HALLIDAY, M. A. K./MATTHIESSEN, C. M. I. M. 2004. An Introduction to Functional Grammar. 3d ed. London: Arnold, 2004. [cit. 2021-12-06]. URL: < [http://www.uel.br/projetos/ppcat/pages/arquivos/RESOURCES/2004\\_HALLIDAY\\_MATTHIESSEN\\_An\\_Introduction\\_to\\_Functional\\_Grammar.pdf](http://www.uel.br/projetos/ppcat/pages/arquivos/RESOURCES/2004_HALLIDAY_MATTHIESSEN_An_Introduction_to_Functional_Grammar.pdf)>.

LIEDTKE, F./TUCHEN, A. (Hg.). 2018 Handbuch Pragmatik. Stuttgart: Metzler, 2018.

MEIBAUER, J. 2008. Pragmatik: Eine Einführung. Stauffenburg. 2008.

SARFATI, G-E./PAVEAU, M-A. 2014. Les grandes théories de la linguistique - De la grammaire comparée à la pragmatique: De la grammaire comparée à la pragmatique, Paris: Broché, 2014.

HUANG, Y. (ed.). 2017. The Oxford Handbook of Pragmatics. New York: Oxford University Press, 2017.

HUANG, Y. 2006. Pragmatics. New York: Oxford University Press, 2006.

These resources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** prof. György Domokos, PhD., prof. PhDr. Mária Vajičková, CSc.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde014/22	<b>Course title:</b> processes of literary socialization
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: block teaching, total 12 hours (6 lectures / 6 seminars) Form of the course: in-person teaching, combined Number of hours: 100 hours 12 hours of direct teaching; 38 hours of home preparation for classes, self-study; 50 hours of work on a paper and a seminar paper Methods of teaching: explanation, work with scientific text, brainstorming, discussion on selected topics, heuristic method, critical analysis and comparison of individual theories, problem-solving tasks, guided self-study	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Final grades are awarded based on the scale: A (100 - 95 %, excellent – outstanding results), B (94 - 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 - 0 %, fail – further work required). Students are assessed based on the presented paper and seminar paper. The final assessment reflects the level of students’ orientation in the area; level of their analytical-critical thinking; skills to apply theoretical knowledge to the practice of foreign language teaching in tertiary education; ability to use relevant knowledge to identify, analyze and solve problems; skills to provide stimuli for theoretical, empirical or applied research; level of presentation and argumentation skills; competence to use knowledge for their professional development.	
<b>Learning outcomes:</b> Learning objectives and outcomes: Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:	

Learning objectives: to analyze current concepts of developing reading competence in the media society.

Learning outcomes: the graduate will develop their ability to think in interdisciplinary contexts (childhood research, sociological research of culture, qualitative analysis of the media). They are able to formulate a research plan, consolidate knowledge from various disciplines, critically evaluate their research results and present them in various contexts.

### **Class syllabus:**

Course overview:

Research of literary socialization. Historical aspects of literary socialization. Empirical methods of socialization research. Social constructs.

Reading research. Reading competence as a cultural practice. Concepts of developing reading competence. PISA concept. Concept of literary socialization (Hurrelmann). Individual and social factors of reading. Reading experience - experientiality - experiential reading - cognitive and emotional reading structures - reading concretizations - school and extracurricular reading and its conditions - the influence of peer groups on literary socialization - reading in the context of teaching. Methods of teaching literature as co-construction (Groeben) - macro level (social system) - mezzo level (education system) - micro level (text-reader interaction, cooperation with teachers and peers). Literary communication - asymmetry in literary communication - the relationship between literary socialization and media socialization.

Literary canon research - the role of literature for children and youth in literary socialization - selection of suitable literary texts - motivation and the joy of reading.

### **Recommended literature:**

Compulsory literature:

MALINOVSKÁ Z. 2013. Rodina v premenách času. Na príklade francúzskej a québeckej románovej tvorby. Prešov: Acta Facultatis Philosophicae Universitatis Prešovensis, 2013.

MIKULÁŠ, R. a kol. 2016. Podoby literárnej vedy teórie – metódy – smery. Bratislava: VEDA, 2016.

PRŠOVÁ, E. 2015. Literárny text v komunikačno-zážitkovom vyučovaní: vysokoškolská učebnica [CD-ROM]. Banská Bystrica: Vydavateľstvo Univerzity Mateja Bela – Belianum, 2015.

ŠIMONOVÁ, B. 2000. Moderný človek, literatúra a škola. Banská Bystrica: PF UMB, 2000.

Recommended literature:

ALDERSON, Ch. J. 2005. Assessing Reading. Cambridge: Cambridge University Press, 2005.

BERTSCHI-KAUFMANN, A./ROSEBROCK, C. 2009. Literarität. Bildungsaufgabe und Forschungsfeld. Weinheim/München: Juventa, 2009.

BERTSCHI-KAUFMANN, A./ROSEBROCK, C. 2013. Literarität erfassen. Weinheim/München: Juventa, 2013.

DAWIDOWSKI, Ch./KORTE, H. 2009. (eds.) Literaturdidaktik empirisch. Aktuelle und historische Aspekte, Reihe „Bibliographien zur Literatur- und Mediengeschichte“. Frankfurt a. M.: Peter Lang, 2009.

DAWIDOWSKI, Ch. 2013. (ed.) Bildung durch Dichtung – Literarische Bildung: Bildungsdiskurse literaturvermittelnder Institutionen um 1900 und um 2000. Frankfurt: Peter Lang Edition, 2013.

GROEBEN, N./HURRELMANN, B. 2002. (eds.) Lesekompetenz: Bedingungen – Dimensionen – Funktionen. Weinheim: Juventa, 2002.

LLORENS GARCÍA, R. 2002. (ed.) Literatura infantil en la escuela. Alicante: Caja de Ahorros del Mediterráneo, 2000. Alicante: Universidad de Alicante. Digitalizovaná verzia, Biblioteca Virtual Miguel de Cervantes, 2000. Dostupné na: <http://www.cervantesvirtual.com/obra-visor/literatura-infantil-en-la-escuela--0/html/>

MALEY, A./DUFF, A. 1991. Drama Techniques in Language Learning. Cambridge: Cambridge University Press, 1991.

MENDOZA FILLOLA, A. 2008. "Ser lector: un complejo proceso." In: Primeras noticias. Revista de literatura, N°. 235, 2008, 15–22.

MIKULÁŠOVÁ, A./MIKULÁŠ, R. 2011. Diskurse der Kinder- und Jugendliteraturforschung. Nümbrecht: Kirsch Verlag, 2011.

SMITH, F. 2004. Understanding Reading. London: Lawrence Erlbaum, 2004.

UR, P. 1996. Different kinds of content. In: A Course in Language Teaching: Practice and theory. Cambridge: Cambridge University Press, 1996, 197–199.

UR, P. 1996. Role play and related techniques. In: A Course in Language Teaching: Practice and theory. Cambridge: Cambridge University Press, 1996, 131–133.

UR, P. 1996. Teaching Reading. In: A Course in Language Teaching: Practice and Theory . Cambridge: Cambridge University Press, 1996, 138–150.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. Mgr. Andrea Mikulášová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde014/22	<b>Course title:</b> processes of literary socialization
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: block teaching, total 12 hours (6 lectures / 6 seminars) Form of the course: in-person teaching, combined Number of hours: 100 hours 12 hours of direct teaching; 38 hours of home preparation for classes, self-study; 50 hours of work on a paper and a seminar paper Methods of teaching: explanation, work with scientific text, brainstorming, discussion on selected topics, heuristic method, critical analysis and comparison of individual theories, problem-solving tasks, guided self-study	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Final grades are awarded based on the scale: A (100 - 95 %, excellent – outstanding results), B (94 - 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 - 0 %, fail – further work required). Students are assessed based on the presented paper and seminar paper. The final assessment reflects the level of students’ orientation in the area; level of their analytical-critical thinking; skills to apply theoretical knowledge to the practice of foreign language teaching in tertiary education; ability to use relevant knowledge to identify, analyze and solve problems; skills to provide stimuli for theoretical, empirical or applied research; level of presentation and argumentation skills; competence to use knowledge for their professional development.	
<b>Learning outcomes:</b> Learning objectives and outcomes: Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:	

Learning objectives: to analyze current concepts of developing reading competence in the media society.

Learning outcomes: the graduate will develop their ability to think in interdisciplinary contexts (childhood research, sociological research of culture, qualitative analysis of the media). They are able to formulate a research plan, consolidate knowledge from various disciplines, critically evaluate their research results and present them in various contexts.

### **Class syllabus:**

Course overview:

Research of literary socialization. Historical aspects of literary socialization. Empirical methods of socialization research. Social constructs.

Reading research. Reading competence as a cultural practice. Concepts of developing reading competence. PISA concept. Concept of literary socialization (Hurrelmann). Individual and social factors of reading. Reading experience - experientiality - experiential reading - cognitive and emotional reading structures - reading concretizations - school and extracurricular reading and its conditions - the influence of peer groups on literary socialization - reading in the context of teaching. Methods of teaching literature as co-construction (Groeben) - macro level (social system) - mezzo level (education system) - micro level (text-reader interaction, cooperation with teachers and peers). Literary communication - asymmetry in literary communication - the relationship between literary socialization and media socialization.

Literary canon research - the role of literature for children and youth in literary socialization - selection of suitable literary texts - motivation and the joy of reading.

### **Recommended literature:**

Compulsory literature:

MALINOVSKÁ Z. 2013. Rodina v premenách času. Na príklade francúzskej a québeckej románovej tvorby. Prešov: Acta Facultatis Philosophicae Universitatis Prešovensis, 2013.

MIKULÁŠ, R. a kol. 2016. Podoby literárnej vedy teórie – metódy – smery. Bratislava: VEDA, 2016.

PRŠOVÁ, E. 2015. Literárny text v komunikačno-zážitkovom vyučovaní: vysokoškolská učebnica [CD-ROM]. Banská Bystrica: Vydavateľstvo Univerzity Mateja Bela – Belianum, 2015.

ŠIMONOVÁ, B. 2000. Moderný človek, literatúra a škola. Banská Bystrica: PF UMB, 2000.

Recommended literature:

ALDERSON, Ch. J. 2005. Assessing Reading. Cambridge: Cambridge University Press, 2005.

BERTSCHI-KAUFMANN, A./ROSEBROCK, C. 2009. Literarität. Bildungsaufgabe und Forschungsfeld. Weinheim/München: Juventa, 2009.

BERTSCHI-KAUFMANN, A./ROSEBROCK, C. 2013. Literarität erfassen. Weinheim/München: Juventa, 2013.

DAWIDOWSKI, Ch./KORTE, H. 2009. (eds.) Literaturdidaktik empirisch. Aktuelle und historische Aspekte, Reihe „Bibliographien zur Literatur- und Mediengeschichte“. Frankfurt a. M.: Peter Lang, 2009.

DAWIDOWSKI, Ch. 2013. (ed.) Bildung durch Dichtung – Literarische Bildung: Bildungsdiskurse literaturvermittelnder Institutionen um 1900 und um 2000. Frankfurt: Peter Lang Edition, 2013.

GROEBEN, N./HURRELMANN, B. 2002. (eds.) Lesekompetenz: Bedingungen – Dimensionen – Funktionen. Weinheim: Juventa, 2002.

LLORENS GARCÍA, R. 2002. (ed.) Literatura infantil en la escuela. Alicante: Caja de Ahorros del Mediterráneo, 2000. Alicante: Universidad de Alicante. Digitalizovaná verzia, Biblioteca Virtual Miguel de Cervantes, 2000. Dostupné na: <http://www.cervantesvirtual.com/obra-visor/literatura-infantil-en-la-escuela--0/html/>

MALEY, A./DUFF, A. 1991. Drama Techniques in Language Learning. Cambridge: Cambridge University Press, 1991.

MENDOZA FILLOLA, A. 2008. "Ser lector: un complejo proceso." In: Primeras noticias. Revista de literatura, N°. 235, 2008, 15–22.

MIKULÁŠOVÁ, A./MIKULÁŠ, R. 2011. Diskurse der Kinder- und Jugendliteraturforschung. Nümbrecht: Kirsch Verlag, 2011.

SMITH, F. 2004. Understanding Reading. London: Lawrence Erlbaum, 2004.

UR, P. 1996. Different kinds of content. In: A Course in Language Teaching: Practice and theory. Cambridge: Cambridge University Press, 1996, 197–199.

UR, P. 1996. Role play and related techniques. In: A Course in Language Teaching: Practice and theory. Cambridge: Cambridge University Press, 1996, 131–133.

UR, P. 1996. Teaching Reading. In: A Course in Language Teaching: Practice and Theory . Cambridge: Cambridge University Press, 1996, 138–150.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. Mgr. Andrea Mikulášová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b>						
<b>Course ID:</b> PdF.KRoJL/D-VDZde014/22		<b>Course title:</b> professional communication in English				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> M. A. Paul Vincent McCullough						
<b>Last change:</b>						
<b>Approved by:</b> prof. György Domokos, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b>						
<b>Course ID:</b> PdF.KRoJL/D-VDZde014/22		<b>Course title:</b> professional communication in English				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> M. A. Paul Vincent McCullough						
<b>Last change:</b>						
<b>Approved by:</b> prof. György Domokos, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b>						
<b>Course ID:</b> PdF.KRoJL/D-VDZde013/22		<b>Course title:</b> professional communication in German				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PaedDr. Peter Gergel, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. György Domokos, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b>						
<b>Course ID:</b> PdF.KRoJL/D-VDZde013/22		<b>Course title:</b> professional communication in German				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PaedDr. Peter Gergel, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. György Domokos, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b>						
<b>Course ID:</b> PdF.KRoJL/D-VDZde015/22		<b>Course title:</b> professional communication in Romance languages				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Mojmír Malovecký, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. György Domokos, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b>						
<b>Course ID:</b> PdF.KRoJL/D-VDZde015/22		<b>Course title:</b> professional communication in Romance languages				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Mojmír Malovecký, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. György Domokos, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde015/22	<b>Course title:</b> rhetoric, presentation, and communication skills
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: Block teaching, total 12 hours (6 hours of lectures/ 6 hours of seminars), in-person teaching and hybrid form. Workload of a course: 1 ECT = 25 hours, total 100 hours: 12 hours of direct instruction, 24 hours of study time outside of class, self- study, 64 hours split according to the study plan (50:50) 32 hours during the semester (for test preparation) + 32 hours for final evaluation: out of which 16 hours for report preparation + 16 hours for final seminar paper elaboration Educational methods: interactive lecture, seminar, topic discussion, presentation of seminar paper in the form a report, small group tasks, problem solving, tests.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course requirements for evaluation: The evaluation consists of active participation in seminars, elaboration of seminar paper and writing tests. Form of evaluation: In-semester assessment in the form of tests and the completion of the course in the form of final seminar paper. Evaluation: A (100 – 95 %, excellent – outstanding results), B (94 – 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 – 0 %, fail – further work required). Differentiated evaluation based on the grade: Excellent: precise formulation of the aim of work and excellent knowledge of the current state of the research problem (taking into account the scientific context), clear and logical argumentation, justification of the selected method of research, dominant proportion of own argumentation and	

results (including open questions- desideration), differentiated language, correct use of scientific terms, good style, minor mistakes (grammatical, orthographical and stylistic), using a variety of literature sources, strictly following the citation norm and formal form, excellent ability to present results of the work and incorporate amends, active participation in discussions and analysis of linguistic features during the semester.

Very good: a fair elaboration of the topic with regards to the topic, very good knowledge of scientific context, logical division of work based on problem solving, justification of selected method of research, logical argumentation, clear language, minor grammatical, orthographical and stylistic mistakes, using a variety of literature sources, formally correct form, following the citation norm etc, very good ability to present results of work and incorporate amends in the oral paper, active participation in discussion and analysis of linguistic features.

Good: average elaboration of the topic with regard to the aims, insubstantial interconnection with the current state of the matter, predominantly logical argumentation, predominantly correct usage of scientific terms, good level of grammar, orthography and stylistics, uses a variety of literature sources, formally correct form (respecting the citation norm), good ability to present results of the work and incorporate amends.

Satisfactory: very elementary draft of the problem, vague knowledge of the scientific context, inaccurate use of arguments taken from literature sources, overall correct use of scientific terms, multiple grammar, orthography and stylistics mistakes, vague preparation for seminars, inadequate use of sources and amends.

Sufficient: vague elaboration of the topic without any personal contribution, mechanical use of different sources, inaccurate use of scientific terms, multiple mistakes in grammar, orthography and stylistics, lack of preparation for seminars, lack of secondary literature, inability to present and apply theoretical knowledge into practice.

Fail: insufficient results, insufficient elaboration of the topic, minimal or null knowledge of scientific context, weak or missing argumentation, high number of mistakes in orthography and stylistics, major formal defects.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Aims: to gain knowledge about the fundamentals and rules of successful presentation and get ready to cope with written and oral discourses.

Outputs: to gain description of various means of expression, the structure, and stylistic attributes of oral discourses with emphasis on activating linguistic reaction in a variety of communication situations, practice communication situations and discourse abilities.

### **Class syllabus:**

Course overview:

Designation of the purpose of rhetoric (historical perspective and current understanding). Rhetoric and stylistics, rhetorical communication, and its elements. Differentiation of rhetorical speeches. Preparation for a rhetorical speech and composition of a rhetorical speech. Diction. Lecture. Types of rhetorical speeches. Group rhetoric communication. Educational discussions. Decisive discussion. The purpose of rhetoric in current world. Appearance and presentation. Providing feedback. The role of the speaker in communicative situations. Forms of discussions. Communication, internal and external system of communication. Proxemics. Visual kinetic elements and their implementation in communication. Haptics. Colorics and olfactorics.

Communication environment. Persuasion as a process of communication. Persuasive techniques. The peculiarities of forensic communication.

**Recommended literature:**

Compulsory literature:

FINDRA, J. 1989. Stavba a prednes rečníckeho prejavu. Martin: Vydavateľstvo Osveta, 1989.

MISTRÍK, J. 1976. Rétorika. 3. ed. Bratislava: Slovenské pedagogické nakladateľstvo, 1976.

MISTRÍK, J. /ŠKVARENINOVÁ, O. 1992. Štylistika a rétorika. Bratislava: Právnická fakulta Univerzity Komenského, 1992.

MÜGLOVÁ, D. Preklad v teórii a praxi cudzojazyčnej výučby. Nitra: Vysoká škola pedagogická Nitra, Fakulta humanitných vied, 1996, 110 p. ISBN 80-8050-081-9.

SLANČOVÁ, D. 2001. Základy praktickej rétoriky. Prešov: Náuka, 2001.

Recommended literature:

DAVIS, M. 1996. Scientific papers and presentations. San Diego: Academic Press, 1996.

ENOS, R. L. 1995. Roman Rhetoric: Revolution and the Greek influence. Prospect Heights. IL: Waveland, 1995.

FOSS, S. K./FOSS, K. A. 2003. Inviting transformation: Presentational speaking for a changing world (2nd ed.). Prospect Heights, IL: Waveland, 2003.

FOSS, S. K. , FOSS, K. A. , & TRAPP, R. 2002. Contemporary perspectives on rhetoric (3rd ed.). Prospect Heights, IL: Waveland, 2002.

GLENN, C. 1997. Rhetoric retold: Regendering the tradition from antiquity through the Renaissance. Carbondale: Southern Illinois University Press, 1997.

GÓMEZ-PABLOS, B. 2021. Teoría y práctica de la expresión e interacción orales (nivel B1–B2), Bratislava: Univerzita Komenského, 2021.

HANDA, C. 2004. Visual rhetoric in a digital world: A critical sourcebook. Boston: Bedford/St. Martin, 2004.

KENNEDY, G. A. 1963. The art of persuasion in Greece. Princeton, NJ: Princeton University Press, 1963.

KENNEDY, G. A. 1998. Comparative rhetoric: An historical and cross-cultural introduction. New York: Oxford University Press, 1998.

KIM, M.S. 2002. Non-Western perspectives on human communication. Thousand Oaks, CA: Sage. 2002.

LUDWIG. M. H. 1992. Praktische Rhetorik. Reden – Argumentieren – Erfolgreich verhandeln. 3. Auflage. Hollfeld: C. Bange Verlag, 1992.

POWELL, M. 2011. Dynamic presentations, Cambridge: Cambridge University Press, 2011.

VOGT, G. 2010. Erfolgreiche Rhetorik. München: Oldenbourg. 2010.

WATZLAWICK, P./BEAVIN, J. H./JACKSON, D. D. 2011. Menschliche Kommunikation, 10. Aufl. Bern: Huber Hans, 2011.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** prof. PhDr. Mária Vajičková, CSc., doc. Tivadar Palágyi, PhD., prof. György Domokos, PhD.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde015/22	<b>Course title:</b> rhetoric, presentation, and communication skills
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: Block teaching, total 12 hours (6 hours of lectures/ 6 hours of seminars), in-person teaching and hybrid form. Workload of a course: 1 ECT = 25 hours, total 100 hours: 12 hours of direct instruction, 24 hours of study time outside of class, self- study, 64 hours split according to the study plan (50:50) 32 hours during the semester (for test preparation) + 32 hours for final evaluation: out of which 16 hours for report preparation + 16 hours for final seminar paper elaboration Educational methods: interactive lecture, seminar, topic discussion, presentation of seminar paper in the form a report, small group tasks, problem solving, tests.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course requirements for evaluation: The evaluation consists of active participation in seminars, elaboration of seminar paper and writing tests. Form of evaluation: In-semester assessment in the form of tests and the completion of the course in the form of final seminar paper. Evaluation: A (100 – 95 %, excellent – outstanding results), B (94 – 90 %, very good – above the average standard), C (89 – 85 %, good – generally sound work), D (84 – 80 %, satisfactory – fair but with significant shortcomings), E (79 – 75 %, sufficient – performance meets the minimum criteria), Fx (74 – 0 %, fail – further work required). Differentiated evaluation based on the grade: Excellent: precise formulation of the aim of work and excellent knowledge of the current state of the research problem (taking into account the scientific context), clear and logical argumentation, justification of the selected method of research, dominant proportion of own argumentation and	

results (including open questions- desideration), differentiated language, correct use of scientific terms, good style, minor mistakes (grammatical, orthographical and stylistic), using a variety of literature sources, strictly following the citation norm and formal form, excellent ability to present results of the work and incorporate amends, active participation in discussions and analysis of linguistic features during the semester.

Very good: a fair elaboration of the topic with regards to the topic, very good knowledge of scientific context, logical division of work based on problem solving, justification of selected method of research, logical argumentation, clear language, minor grammatical, orthographical and stylistic mistakes, using a variety of literature sources, formally correct form, following the citation norm etc, very good ability to present results of work and incorporate amends in the oral paper, active participation in discussion and analysis of linguistic features.

Good: average elaboration of the topic with regard to the aims, insubstantial interconnection with the current state of the matter, predominantly logical argumentation, predominantly correct usage of scientific terms, good level of grammar, orthography and stylistics, uses a variety of literature sources, formally correct form (respecting the citation norm), good ability to present results of the work and incorporate amends.

Satisfactory: very elementary draft of the problem, vague knowledge of the scientific context, inaccurate use of arguments taken from literature sources, overall correct use of scientific terms, multiple grammar, orthography and stylistics mistakes, vague preparation for seminars, inadequate use of sources and amends.

Sufficient: vague elaboration of the topic without any personal contribution, mechanical use of different sources, inaccurate use of scientific terms, multiple mistakes in grammar, orthography and stylistics, lack of preparation for seminars, lack of secondary literature, inability to present and apply theoretical knowledge into practice.

Fail: insufficient results, insufficient elaboration of the topic, minimal or null knowledge of scientific context, weak or missing argumentation, high number of mistakes in orthography and stylistics, major formal defects.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Aims: to gain knowledge about the fundamentals and rules of successful presentation and get ready to cope with written and oral discourses.

Outputs: to gain description of various means of expression, the structure, and stylistic attributes of oral discourses with emphasis on activating linguistic reaction in a variety of communication situations, practice communication situations and discourse abilities.

### **Class syllabus:**

Course overview:

Designation of the purpose of rhetoric (historical perspective and current understanding). Rhetoric and stylistics, rhetorical communication, and its elements. Differentiation of rhetorical speeches. Preparation for a rhetorical speech and composition of a rhetorical speech. Diction. Lecture. Types of rhetorical speeches. Group rhetoric communication. Educational discussions. Decisive discussion. The purpose of rhetoric in current world. Appearance and presentation. Providing feedback. The role of the speaker in communicative situations. Forms of discussions. Communication, internal and external system of communication. Proxemics. Visual kinetic elements and their implementation in communication. Haptics. Colorics and olfactorics.

Communication environment. Persuasion as a process of communication. Persuasive techniques. The peculiarities of forensic communication.

**Recommended literature:**

Compulsory literature:

FINDRA, J. 1989. Stavba a prednes rečníckeho prejavu. Martin: Vydavateľstvo Osveta, 1989.

MISTRÍK, J. 1976. Rétorika. 3. ed. Bratislava: Slovenské pedagogické nakladateľstvo, 1976.

MISTRÍK, J. /ŠKVARENINOVÁ, O. 1992. Štylistika a rétorika. Bratislava: Právnická fakulta Univerzity Komenského, 1992.

MÜGLOVÁ, D. Preklad v teórii a praxi cudzojazyčnej výučby. Nitra: Vysoká škola pedagogická Nitra, Fakulta humanitných vied, 1996, 110 p. ISBN 80-8050-081-9.

SLANČOVÁ, D. 2001. Základy praktickej rétoriky. Prešov: Náuka, 2001.

Recommended literature:

DAVIS, M. 1996. Scientific papers and presentations. San Diego: Academic Press, 1996.

ENOS, R. L. 1995. Roman Rhetoric: Revolution and the Greek influence. Prospect Heights. IL: Waveland, 1995.

FOSS, S. K./FOSS, K. A. 2003. Inviting transformation: Presentational speaking for a changing world (2nd ed.). Prospect Heights, IL: Waveland, 2003.

FOSS, S. K. , FOSS, K. A. , & TRAPP, R. 2002. Contemporary perspectives on rhetoric (3rd ed.). Prospect Heights, IL: Waveland, 2002.

GLENN, C. 1997. Rhetoric retold: Regendering the tradition from antiquity through the Renaissance. Carbondale: Southern Illinois University Press, 1997.

GÓMEZ-PABLOS, B. 2021. Teoría y práctica de la expresión e interacción orales (nivel B1–B2), Bratislava: Univerzita Komenského, 2021.

HANDA, C. 2004. Visual rhetoric in a digital world: A critical sourcebook.

Boston: Bedford/St. Martin, 2004.

KENNEDY, G. A. 1963. The art of persuasion in Greece. Princeton, NJ: Princeton University Press, 1963.

KENNEDY, G. A. 1998. Comparative rhetoric: An historical and cross-cultural introduction. New York: Oxford University Press, 1998.

KIM, M.S. 2002. Non-Western perspectives on human communication.

Thousand Oaks, CA: Sage. 2002.

LUDWIG. M. H. 1992. Praktische Rhetorik. Reden – Argumentieren – Erfolgreich verhandeln. 3. Auflage. Hollfeld: C. Bange Verlag, 1992.

POWELL, M. 2011. Dynamic presentations, Cambridge: Cambridge University Press, 2011.

VOGT, G. 2010. Erfolgreiche Rhetorik. München: Oldenbourg. 2010.

WATZLAWICK, P./BEAVIN, J. H./JACKSON, D. D. 2011. Menschliche Kommunikation, 10. Aufl. Bern: Huber Hans, 2011.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** prof. PhDr. Mária Vajičková, CSc., prof. György Domokos, PhD., doc. Tivadar Palágyi, PhD.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde006/22	<b>Course title:</b> sociolinguistics
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Number of hours: Block teaching together 12 hours, 2 hours per week per week: per level/semester: 6s/6l Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 150 hours: of which 12 hours of direct teaching, 48 hours of home preparation for teaching, 90 hours divided according to the study plan (50:50) as 45 hours during the semester for short tests (3 x 15h) + 45 hours for preparation for the final colloquium Teaching methods: explanation, discussion on the topic, work with professional text, heuristic method, critical analysis and comparison of individual streams, problem-solving, guided self-study, colloquium	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment (50 points/percent): 3 short tests focused on the content of individual thematic units (3 x 16,7p). A minimum of 12,5p must be obtained from each test. Final assessment (50 points/percent): During the final colloquium, the aspirants present and justify their views on the selected topic based on the acquired theoretical knowledge, research results, and suggestions from guided discussions during teaching (50p). The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). The final assessment reflects the level of orientation of the aspirant in the given scientific field of sociolinguistics, the ability of selection, relation, and synthesis of acquired theoretical knowledge, the degree of coherence of the view of the complexity of problems that sociolinguistics solves; level	

of analytical, linguistic and critical thinking; the ability to apply theoretical knowledge to his/her professional practice at the tertiary level; the ability to design, evaluate and modify it; the assessment also reflects the level of presentation and argumentation skills; competence to use knowledge for his/her personal and professional development.

Excellent: mastering the educational content and understanding of the issue in all its complexity is at an excellent level, the aspirant's speech is characterized by well-thought-out argumentation with a clear and logical structure supported by taking his/her own evaluative and critical attitudes, using a conceptual apparatus that is accurate; the thoroughness of the preparation reflects the active participation in the seminars, while the aspirant himself/herself initiates and encourages the direction of the discussion.

Very good: mastering the educational content and understanding of the issue is at a solid level, the aspirant's speech is characterized by very well structured argumentation supported by taking his/her own evaluative and critical attitudes, using a conceptual apparatus that is reliable; homework is reflected in seminar participation, while the aspirant himself/herself actively enters and develops the discussion;

Good: mastering the educational content and understanding of the issue is at an appropriate level, the aspirant's speech is characterized by the ability to formulate and organize his/her argumentation, which supports evaluative and critical attitudes using a moderately developed conceptual apparatus; homework is reflected in participation in seminars, while the aspirant's activity and reactions to the content of the discussion are at the expected level;

Satisfactory: mastering the educational content and understanding of the issue is superficial, the aspirant's speech is characterized by distorted argumentation with a low degree of connection with his/her own evaluative and critical attitudes, accuracy and degree of implementation of the conceptual apparatus is below average, home preparation reflects limited participation in seminars, but responds to the discussion at the basic level;

Sufficient: mastering the educational content and understanding of the issue is at a basic level, characterized by many shortcomings and superficiality, the argumentation at the scientific level in the aspirant's speech is almost completely absent, the precision of the conceptual apparatus, and formulation of evaluative and critical attitudes, preparation for seminars is inconsistent, reflecting passivity and avoiding direct discussion and answers;

Fail: mastering the educational content and understanding of the issue is insufficient, as well as the level of acquisition and handling of the conceptual apparatus, the argumentation, evaluative attitudes, and critical view in the aspirant's speech are completely absent, there is a lack of understanding of the scientific context, and preparation for seminars;

### **Learning outcomes:**

Learning objectives and outcomes:

Of the learning objectives declared in the graduate profile, this course focuses on the acquisition of knowledge, skills, and competencies:

The graduate has a thorough overview of the historical and philosophical context of the discipline, has systematic and comprehensive knowledge of the social aspects of language, can explain, interpret, discuss and draw conclusions about language variability depending on social variables (social class, age, gender, ethnicity). , culture, etc.) and situational variables (medium, field, style, genre, function, speaker relationship, etc.) and geographical variables;

can describe, analyze and evaluate interpersonal interaction in terms of the dimension of solidarity and courtesy; is familiar with key issues, methodological issues, and findings of sociolinguistics; can assess how current trends in sociolinguistics follow on from original works and how they overcome them;

knows and understands how scientific outputs in the field of sociolinguistics go beyond the applied level at the level of teaching, learning, and language acquisition;

can actively search for professional information, recognize the theoretical background of the studied professional literature, also summarize, compare, and critically re-evaluate professional publications from a theoretical and empirical point of view;  
knows and orients himself/herself in professional linguistic journals to obtain new information and use it in his/her professional work;  
develops effective self-study strategies, the ability to clearly formulate, justify and defend own professional opinions and attitudes and to present them effectively.

### **Class syllabus:**

Course overview:

1. Introductory discussion on the issue of the constitution of sociolinguistics and the relationship between language and society:

Students analyze fundamental contemporary work, based on which they are able to construct their own understanding of the connections between language and the organization of human society, its composition, and development. Thus, the student gathers the visions of the main representatives of sociolinguistics, their view of the language as a social artifact, and evaluates their theoretical basis and overlaps in modern linguistics, while developing skills and competencies related to working with professional literature.

2. Communication model, communication units, communicative competence, language varieties: Students critically analyze and compare the code and inference model of communication, thus creating a comprehensive view on the complexity of modeling the formal and semantic side of communication in terms of the choice of speaking statements with respect to sociocultural conditions of language use as a sociocultural phenomenon.

3. Basic aspects of sociolinguistic research (approaches, methods, techniques, variables, coding, statistical analysis):

By critical analysis and comparison of classical sociolinguistic studies, students create a comprehensive overview of the methodological aspects taken into account when examining language differences in relation to the different interaction needs of the language user, language manifestations depending on social factors, and the social purpose of language users.

4. Language and social variables, language and situational variables, language and geographical variables, language, and its functions:

Students learn about the extent and nature of the influence of social conventions (rules of courtesy, standards valid in relations between generations, genders, classes and social groups, etc.) on language communication between members of various and different language groups, cultures. They design an extensive base of theoretical knowledge that creates a comprehensive view of the complexity of language functions against the background of the socio-cultural side of interpersonal language interaction.

### **Recommended literature:**

Compulsory literature:

(selected chapters)

DOLNÍK, J. 2009. Všeobecná jazykoveda. Bratislava: VEDA, 2009.

HORECKÝ, J. 1982. Spoločnosť a jazyk. 1. vyd. Bratislava: VEDA, 1982.

ONDREJOVIČ, S. Sociolingvistika a areálová lingvistika, Bratislava: VEDA, 1996.

ONDREJOVIČ, S. 2008. Jazyk, veda o jazyku, societa. Bratislava: VEDA, 2008.

PAVLÍK, R. 2006. Elements of Sociolinguistics. Bratislava: Univerzita Komenského, 2006.

Recommended literature:

(selected chapters)

AMMON, U. et al. 2005. Soziolinguistik: Ein Internationales Handbuch zur Wissenschaft von Sprache und Gesellschaft. Berlin: de Gruyter, 2005. [cit. 2021-12-06]. URL: <<https://www.degruyter.com/document/doi/10.1515/9783110171488.2/html>>

BELL, A. 2014. The Guidebook to Sociolinguistics. Malden MA and Oxford: Wiley Blackwell, 2014.

CHAMBERS, J. K. 2002. Sociolinguistic theory: linguistic variation and its social significance. 2. vyd. Chichester: Wiley-Blackwell.

DOWNES, W. Language and society. 2nd ed. Cambridge: Cambridge University Press, 1998.

HINNENKAMP, V. 2009. Soziolinguistik, Stuttgart: UTB, 2009.

HOLMES, J. 2001. An Introduction to Sociolinguistics, 2. vyd. Harlow: Pearson Education Ltd., 2001.

HUDSON, R. A. Sociolinguistics. 2nd ed. Cambridge: Cambridge University Press, 1996.

GARCIA, O./FLORES, N./SPOTTI, M. (Eds.) 2017. The Oxford handbook of language and society. New York: Oxford University Press, 2017.

LABOV, W. 1994. Principles of linguistic change Vol. 1 Internal factors. Malden: Blackwell, 1994.

LABOV, W. 2010. Principles of linguistic change Vol. 2 Cognitive and cultural factors. Malden: Blackwell, 2010.

LOFFLÖR, H. 2005. Germanistische Soziolinguistik. Berlin: Schmidt, 2005.

MILROY, L./GORDON, M. 2012. Sociolinguistika. Metody a interpretace : Sociolinguistics. Method and interpretation (Orig.). Preložil Jan Chromý, Praha: Karolinum, 2012.

SILVA-CORVALÁN, C./ENRIQUE-ARIAS, A. 2017. Sociolingüística y pragmática del español, Georgetown, Georgetown University Press. 2017.

ŠVEJČEK, A. D./NIKOL'SKIJ, L. B. 1983. Úvod do sociolingvistiky : Vveděníje v sociolingvistiky (Orig.). Preložil Jiří Kraus. 1. vyd. Praha: Svoboda, 1983.

ŠATAVA, L. 2009. Jazyk a identita etnických menšin: možnosti zachování a revitalizace. Vyd. 1. Praha: SLON, 2009.

VEITH, W. H. 2005: Soziolinguistik. Ein Arbeitsbuch. Tübingen: Narr, 2005.

WARDHAUGH, R. 2002. An Introduction to Sociolinguistics, 4. vyd. Oxford: Blackwell Publishing, 2002.

These resources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., PaedDr. Peter Gergel, PhD., prof. PhDr. Mária Vajičková, CSc., prof. György Domokos, PhD., doc. Mgr. Katarína Klimová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde006/22	<b>Course title:</b> sociolinguistics
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Number of hours: Block teaching together 12 hours, 2 hours per week per week: per level/semester: 6s/6l Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 150 hours: of which 12 hours of direct teaching, 48 hours of home preparation for teaching, 90 hours divided according to the study plan (50:50) as 45 hours during the semester for short tests (3 x 15h) + 45 hours for preparation for the final colloquium Teaching methods: explanation, discussion on the topic, work with professional text, heuristic method, critical analysis and comparison of individual streams, problem-solving, guided self-study, colloquium	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment (50 points/percent): 3 short tests focused on the content of individual thematic units (3 x 16,7p). A minimum of 12,5p must be obtained from each test. Final assessment (50 points/percent): During the final colloquium, the aspirants present and justify their views on the selected topic based on the acquired theoretical knowledge, research results, and suggestions from guided discussions during teaching (50p). The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). The final assessment reflects the level of orientation of the aspirant in the given scientific field of sociolinguistics, the ability of selection, relation, and synthesis of acquired theoretical knowledge, the degree of coherence of the view of the complexity of problems that sociolinguistics solves; level	

of analytical, linguistic and critical thinking; the ability to apply theoretical knowledge to his/her professional practice at the tertiary level; the ability to design, evaluate and modify it; the assessment also reflects the level of presentation and argumentation skills; competence to use knowledge for his/her personal and professional development.

Excellent: mastering the educational content and understanding of the issue in all its complexity is at an excellent level, the aspirant's speech is characterized by well-thought-out argumentation with a clear and logical structure supported by taking his/her own evaluative and critical attitudes, using a conceptual apparatus that is accurate; the thoroughness of the preparation reflects the active participation in the seminars, while the aspirant himself/herself initiates and encourages the direction of the discussion.

Very good: mastering the educational content and understanding of the issue is at a solid level, the aspirant's speech is characterized by very well structured argumentation supported by taking his/her own evaluative and critical attitudes, using a conceptual apparatus that is reliable; homework is reflected in seminar participation, while the aspirant himself/herself actively enters and develops the discussion;

Good: mastering the educational content and understanding of the issue is at an appropriate level, the aspirant's speech is characterized by the ability to formulate and organize his/her argumentation, which supports evaluative and critical attitudes using a moderately developed conceptual apparatus; homework is reflected in participation in seminars, while the aspirant's activity and reactions to the content of the discussion are at the expected level;

Satisfactory: mastering the educational content and understanding of the issue is superficial, the aspirant's speech is characterized by distorted argumentation with a low degree of connection with his/her own evaluative and critical attitudes, accuracy and degree of implementation of the conceptual apparatus is below average, home preparation reflects limited participation in seminars, but responds to the discussion at the basic level;

Sufficient: mastering the educational content and understanding of the issue is at a basic level, characterized by many shortcomings and superficiality, the argumentation at the scientific level in the aspirant's speech is almost completely absent, the precision of the conceptual apparatus, and formulation of evaluative and critical attitudes, preparation for seminars is inconsistent, reflecting passivity and avoiding direct discussion and answers;

Fail: mastering the educational content and understanding of the issue is insufficient, as well as the level of acquisition and handling of the conceptual apparatus, the argumentation, evaluative attitudes, and critical view in the aspirant's speech are completely absent, there is a lack of understanding of the scientific context, and preparation for seminars;

### **Learning outcomes:**

Learning objectives and outcomes:

Of the learning objectives declared in the graduate profile, this course focuses on the acquisition of knowledge, skills, and competencies:

The graduate has a thorough overview of the historical and philosophical context of the discipline, has systematic and comprehensive knowledge of the social aspects of language, can explain, interpret, discuss and draw conclusions about language variability depending on social variables (social class, age, gender, ethnicity). , culture, etc.) and situational variables (medium, field, style, genre, function, speaker relationship, etc.) and geographical variables;

can describe, analyze and evaluate interpersonal interaction in terms of the dimension of solidarity and courtesy; is familiar with key issues, methodological issues, and findings of sociolinguistics; can assess how current trends in sociolinguistics follow on from original works and how they overcome them;

knows and understands how scientific outputs in the field of sociolinguistics go beyond the applied level at the level of teaching, learning, and language acquisition;

can actively search for professional information, recognize the theoretical background of the studied professional literature, also summarize, compare, and critically re-evaluate professional publications from a theoretical and empirical point of view;  
knows and orients himself/herself in professional linguistic journals to obtain new information and use it in his/her professional work;  
develops effective self-study strategies, the ability to clearly formulate, justify and defend own professional opinions and attitudes and to present them effectively.

**Class syllabus:**

Course overview:

1. Introductory discussion on the issue of the constitution of sociolinguistics and the relationship between language and society:

Students analyze fundamental contemporary work, based on which they are able to construct their own understanding of the connections between language and the organization of human society, its composition, and development. Thus, the student gathers the visions of the main representatives of sociolinguistics, their view of the language as a social artifact, and evaluates their theoretical basis and overlaps in modern linguistics, while developing skills and competencies related to working with professional literature.

2. Communication model, communication units, communicative competence, language varieties:

Students critically analyze and compare the code and inference model of communication, thus creating a comprehensive view on the complexity of modeling the formal and semantic side of communication in terms of the choice of speaking statements with respect to sociocultural conditions of language use as a sociocultural phenomenon.

3. Basic aspects of sociolinguistic research (approaches, methods, techniques, variables, coding, statistical analysis):

By critical analysis and comparison of classical sociolinguistic studies, students create a comprehensive overview of the methodological aspects taken into account when examining language differences in relation to the different interaction needs of the language user, language manifestations depending on social factors, and the social purpose of language users.

4. Language and social variables, language and situational variables, language and geographical variables, language, and its functions:

Students learn about the extent and nature of the influence of social conventions (rules of courtesy, standards valid in relations between generations, genders, classes and social groups, etc.) on language communication between members of various and different language groups, cultures. They design an extensive base of theoretical knowledge that creates a comprehensive view of the complexity of language functions against the background of the socio-cultural side of interpersonal language interaction.

**Recommended literature:**

Compulsory literature:

(selected chapters)

DOLNÍK, J. 2009. Všeobecná jazykoveda. Bratislava: VEDA, 2009.

HORECKÝ, J. 1982. Spoločnosť a jazyk. 1. vyd. Bratislava: VEDA, 1982.

ONDREJOVIČ, S. Sociolingvistika a areálová lingvistika, Bratislava: VEDA, 1996.

ONDREJOVIČ, S. 2008. Jazyk, veda o jazyku, societa. Bratislava: VEDA, 2008.

PAVLÍK, R. 2006. Elements of Sociolinguistics. Bratislava: Univerzita Komenského, 2006.

Recommended literature:

(selected chapters)

- AMMON, U. et al. 2005. Soziolinguistik: Ein Internationales Handbuch zur Wissenschaft von Sprache und Gesellschaft. Berlin: de Gruyter, 2005. [cit. 2021-12-06]. URL: <<https://www.degruyter.com/document/doi/10.1515/9783110171488.2/html>>
- BELL, A. 2014. The Guidebook to Sociolinguistics. Malden MA and Oxford: Wiley Blackwell, 2014.
- CHAMBERS, J. K. 2002. Sociolinguistic theory: linguistic variation and its social significance. 2. vyd. Chichester: Wiley-Blackwell.
- DOWNES, W. Language and society. 2nd ed. Cambridge: Cambridge University Press, 1998.
- HINNENKAMP, V. 2009. Soziolinguistik, Stuttgart: UTB, 2009.
- HOLMES, J. 2001. An Introduction to Sociolinguistics, 2. vyd. Harlow: Pearson Education Ltd., 2001.
- HUDSON, R. A. Sociolinguistics. 2nd ed. Cambridge: Cambridge University Press, 1996.
- GARCIA, O./FLORES, N./SPOTTI, M. (Eds.) 2017. The Oxford handbook of language and society. New York: Oxford University Press, 2017.
- LABOV, W. 1994. Principles of linguistic change Vol. 1 Internal factors. Malden: Blackwell, 1994.
- LABOV, W. 2010. Principles of linguistic change Vol. 2 Cognitive and cultural factors. Malden: Blackwell, 2010.
- LOFFLÖR, H. 2005. Germanistische Soziolinguistik. Berlin: Schmidt, 2005.
- MILROY, L./GORDON, M. 2012. Sociolingvistika. Metody a interpretace : Sociolinguistics. Method and interpretation (Orig.). Preložil Jan Chromý, Praha: Karolinum, 2012.
- SILVA-CORVALÁN, C./ENRIQUE-ARIAS, A. 2017. Sociolingüística y pragmática del español, Georgetown, Georgetown University Press. 2017.
- ŠVEJČEK, A. D./NIKOL'SKIJ, L. B. 1983. Úvod do sociolingvistiky : Vveděníje v sociolingvistiku (Orig.). Preložil Jiří Kraus. 1. vyd. Praha: Svoboda, 1983.
- ŠATAVA, L. 2009. Jazyk a identita etnických menšin: možnosti zachování a revitalizace. Vyd. 1. Praha: SLON, 2009.
- VEITH, W. H. 2005: Soziolinguistik. Ein Arbeitsbuch. Tübingen: Narr, 2005.
- WARDHAUGH, R. 2002. An Introduction to Sociolinguistics, 4. vyd. Oxford: Blackwell Publishing, 2002.
- These resources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., PaedDr. Peter Gergel, PhD., prof. PhD. Mária Vajičková, CSc., prof. György Domokos, PhD., doc. Mgr. Katarína Klimová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. György Domokos, PhD.

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde005/22	<b>Course title:</b> state exam: PhD. thesis defence
<b>Number of credits:</b> 30	
<b>Educational level:</b> III.	
<p><b>Recommended prerequisites:</b> Prerequisites: The conditions for applying for the Ph.D. thesis defence are defined in Art. 21 and Art. 30 to 34 of Internal Regulation No. 1/2020 of the currently valid Study Regulations of the Faculty of Education, Comenius University in Bratislava. The essentials of the written work/thesis are contained in the currently valid Directive of the Rector of Comenius University on final theses.</p>	
<p><b>Course requirements:</b> Course requirements: According to Sec. 51 § 3 of Act No. 131/2002, as amended, the study of each study programme at the doctoral level also includes the student's final thesis, which together with the defence of the final thesis forms one subject. The defence of the final thesis (dissertation) belongs to the state exams. The basic requirements for final theses are also regulated by the currently valid Directive of the Rector of Comenius University on final theses and the Study Regulations of the Faculty of Education, Comenius University in Bratislava. The directive regulates the formal requirements of the dissertation, its structure, method of citation, submission, and license agreement. The assessment is "passed or failed" following the Study Regulations of the Faculty of Education, Comenius University in Bratislava</p>	
<p><b>Learning outcomes:</b> Learning outcomes: By defending the PhD. theses (dissertation), the graduate has to prove readiness for independent scientific and creative activity. After successful defence of the dissertation, the student will be ready to define and analyze the current state of scientific research in the field related to the subject of research, in areas related to the doctoral programme, and other related disciplines. The graduate will be able to carry out scientific research, interpret the results and present them in scientific forums. He/she will be able to scientifically argue and defend and reflect the results of his/her research. He/she can apply and creatively improve and develop theories and research, development, and innovation practices in his/her field and create new ones.</p>	
<p><b>Class syllabus:</b> Course overview: The defence of the dissertation takes place before the Commission for the state examinations. University teachers working in the positions of professors and associate professors and other experts approved by the Scientific Board of the faculty have the right to take examinations for the defence of the dissertation. The chair and members of the examination commission are appointed by the Dean on the proposal of the departmental commission. At least one member of the examination commission is not from the training institution. The examination commission must have at least four members.</p>	

The defence of the dissertation may take place only in the presence of at least two-thirds of all members of the examination commission and at least two opponents of the dissertation. Minutes are prepared on the defence of the dissertation. The minutes are signed by the chair and the members of the examination commission present at the defence of the dissertation.

The decision of the examination commission on the result of the dissertation defence will be made at a closed meeting of the examination commission after the end of the defence in the presence of the dissertation opponents and the supervisor. The closed session will assess the course of the defence and the possibility of using the results of the dissertation in practice.

The defence consists of the following parts: introduction of the doctoral student by the chair of the examination commission, presentation of the dissertation by the author, presentation of opponents' opinions, author's reaction to the opinions, opinions of the opponents answering questions, general discussion, debate, The defence of the dissertation is assessed by the evaluation "passed or failed" (following the current Study Regulations).

Framework principles of objectives and organization of the dissertation are determined by the currently valid Directive of the Rector of Comenius University in Bratislava on the basic requirements of final theses, rigorous theses and habilitation theses, control of their originality, storage, and access to Comenius University in Bratislava, currently valid Study Regulations of the Faculty of Education, Comenius University in Bratislava.

**State exam syllabus:**

**Recommended literature:**

Recommended literature:  
study of professional literature according to the chosen topic

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde004/22	<b>Course title:</b> state exam: doctoral examination
<b>Number of credits:</b> 20	
<b>Educational level:</b> III.	
<p><b>Recommended prerequisites:</b></p> <p>Prerequisites: The doctoral student can apply for the Doctoral examination if he/she has obtained at least 60 credits, of which 40 credits for studies. He/she must register for the exam no later than 18 months after the start of his/her studies in the three-year full-time doctoral programme or 24 months after the start of his/her studies in the four-year full-time doctoral programme. The conditions for applying for the state exam are defined by the currently valid Study Regulations of the Faculty of Education, Comenius University in Bratislava. The essentials of the written work/thesis are contained in the currently valid Directive of the Rector of Comenius University on final theses.</p>	
<p><b>Course requirements:</b></p> <p>Course requirements: A doctoral examination consists of a written work (assessed by a reviewer and an examination commission) and an oral exam (assessed by an examination commission). At the doctoral examination, the doctoral student presents an overview of the theoretical and methodological background and the state of solving a scientific problem, which he/she solves within the dissertation project. At the oral exam, he/she presents theoretical readiness in the areas of subjects of this exam defined in the given doctoral programme. The assessment is "passed or failed" following the Study Regulations of the Faculty of Education, Comenius University in Bratislava.</p>	
<p><b>Learning outcomes:</b></p> <p>Learning outcomes and objectives: Learning objectives: To verify the acquired knowledge of the methodology and research methodology in the field of didactics. Learning outcomes: Graduates understand the essential facts, concepts, principles, and theories related to research and teaching practice and its educational system context. They can creatively use relevant knowledge to identify, analyze and solve subject-didactic problem situations, especially creatively apply concepts, principles, and procedures associated with planning, organizing, and evaluating teaching, especially student teaching of teacher adepts, self-reflecting subject-didactic work and competently assess its quality and effectiveness, scientifically examine the systemic relationships between the phenomena of teaching and training, especially the dependence of educational and educational-training effects on their programmatic, procedural and contextual determinants. Graduates demonstrate the skills of metacognition, self-education, and postdoctoral studies as well as the ability to cooperate with faculty teachers, teachers of secondary or primary training school as well as with employees of related professions. The graduate of the dissertation will be able to acquire, analyze, interpret and apply new scientific knowledge in the field in which he/she carries out his/her research. He/she can demonstrate professional and methodological knowledge in the areas of the dissertation exam determined by the</p>	

doctoral programme. He/she can evaluate the theories, concepts, and innovations that are needed to grasp and solve the scientific problem that is the subject of his/her research.

**Class syllabus:**

Course overview:

Knowledge, skills, and competencies acquired from the following scientific areas are verified: a) general didactics (theories of education, teaching concepts, target curriculum, teaching planning, teaching principles, organizational forms and methods of teaching, evaluation, and reflection of teaching and other topics); pedagogical diagnostics, didacometry and didactic testing, methodology of educational sciences, b) subject-didactics (graduate profile and school curriculum, curriculum, didactic analysis of curriculum, textbooks, teaching aids, methodical teaching processes, assessing, and testing and other common topics of several, even unrelated subject-didactics) c) specialization according to the subject and focus of the dissertation on language didactics or literature didactics: German language or literature, English language or literature, French language or literature, Spanish language or literature or Italian language or literature.

**State exam syllabus:****Recommended literature:**

Compulsory literature:

DOLNÍK, J. 2013. Všeobecná jazykoveda: opis a vysvetľovanie jazyka, Bratislava: Veda, 2013.

FINDRA, J. 1989. Stavba a prednes rečníckeho prejavu. Martin: Vydavateľstvo Osveta, 1989.

KOŠKA, J. 2003. Recepcia ako tvorba. Bratislava: Veda, 2003.

LOJOVÁ, G. 2004. Teória a prax vyučovania gramatiky cudzích jazykov. Bratislava: Monitor Promotion, 2004.

LOJOVÁ, G. 2005. Individuálne osobitosti pri učení sa cudzích jazykov I. Bratislava: Univerzita Komenského, 2005.

LOJOVÁ, G./VLČKOVÁ, K. 1987. Styly a stratégie vo výuce cizích jazyku. Praha: Portál, 2011.

MISTRÍK, J. 1987. Rétorika. 3. vyd. Bratislava: Slovenské pedagogické nakladateľstvo, 1987.

MISTRÍK, J., ŠKVARENINOVÁ, O. 1992. Štylistika a rétorika. Bratislava: Právnická fakulta Univerzity Komenského, 1992.

ONDREJOVIČ, S. 2008. Jazyk, veda o jazyku, societa. Bratislava: VEDA, 2008.

SLANČOVÁ, D. a kol. 2001. Základy praktickej rétoriky. Prešov: Náuka, 2001.

Recommended literature:

AITCHISON, J. 1972. Linguistics. London: Teach Yourself Books, 1972.

BAASNER, R. 2001. Methoden und Modelle der Literaturwissenschaft. Eine Einführung. Berlin: Erich Schmidt, 2001.

BESTE, G. (ed.) 2007. Fachmethodik: Deutsch-Methodik: Handbuch für die Sekundarstufe I und II. Berlin: Cornelsen, 2007.

BRACKERT, H./STÜCKRATH, J. 2004. Literaturwissenschaft. Ein Grundkurs. Reinbek bei Hamburg: Rowohlt Taschenbuch, 2004.

BROWN, D. H. 2000. Principles of Language Learning and Teaching. Prentice Hall, 2000.

BUCH, K. R./CHRIST, H./KRUMM, H. J. 2007. Handbuch Fremdsprachenunterricht. Tübingen: UTB, 2007.

BUTZKAMM, W. 2002. Psycholinguistik des Fremdsprachenunterrichts. Tübingen: A. Francke Verlag, 2002.

CHOMSKY, N. 1965. Aspects of the Theory of Syntax. Cambridge: Mass, 1965.

DAWIDOWSKI, Ch./KORTE, H. (eds.) 2009. Literaturdidaktik empirisch. Aktuelle und historische Aspekte, Reihe „Bibliographien zur Literatur- und Mediengeschichte“. Frankfurt a. M.: Peter Lang, 2009.

DÖRNYEI, Z. 2005. The psychology of the language learner. Lawrence Erlbaum Associates

Publishers, 2005.

HINKEL, E. (ed.) 2005. Handbook of research in second language teaching and learning. New Jersey: Lawrence Erlbaum Associates Publishers, 2005.

HOLMES, J. 2001. An Introduction to Sociolinguistics. 2. vyd. Harlow: Pearson Education Ltd., 2001.

LEVINSON, S.-C. 1983. Pragmatics. Cambridge: Cambridge University Press, 1983.

LONG, M.H./DOUGHTY, C. J. 2009. The handbook of language teaching. Wiley-Blackwell, 2009.

MARTINEZ, M./SCHEFFEL, M. 2012. Einführung in die Erzähltheorie. München: C. H. Beck Verlag, 2012.

NEUNER, G./HUNFELD, H. 1993. Methoden des fremdsprachlichen Deutschunterrichts. Tübingen: Langenscheidt 1993.

PAVLÍK, R. 2006. Elements of Sociolinguistics. Bratislava: Univerzita Komenského, 2006.

STORCH, G. Deutsch als Fremdsprache. Eine Didaktik. Stuttgart: UTB, 1999.

VAJIČKOVÁ, M. 1999. Theoretische Grundlagen stilistischer Textanalyse. 2. rozšíř. vyd. - Nümbrecht: Kirsch-Verlag, 2015.

VAJIČKOVÁ, M./ĎURICOVÁ, A./KOSTELNÍKOVÁ, M./TUHÁRSKA, Z. 2011. Stilistische Prinzipien der Gestaltung administrativer und juristischer Texte: am Beispiel deutscher, slowakischer und englischer Texte der Europäischen Union. Nümbrecht: Kirsch-Verlag, 2011.

WARDHAUGH, R. 2002. An Introduction to Sociolinguistics. Oxford: Blackwell Publishing, 2002.

WILLIAMS, M./BURDEN, R. 1997. Psychology for Language Teachers, Cambridge: Cambridge University Press, 1997.

WODE, H. 1998. Psycholinguistik. Eine Einführung in die Lehr- und Lernbarkeit von Sprachen. Ismaning: Max Hueber Verlag, 1998.

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde003/22	<b>Course title:</b> theoretical underpinnings of foreign language teaching methodology
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: block teaching, 12 hours (6 lectures / 6 seminars) Form of the course: in-person teaching, combined Number of hours: 150 hours Classes – 12 hours; 38 hours of home preparation for classes, self-study; 50 hours of work on seminar papers (2 x 25); 25 hours of work on the final seminar paper; 25 hours of preparation for the final assignment (presentation and colloquium) Teaching methods: explanation, work with scientific text, brainstorming, heuristic method, discussion on selected topics, critical analysis and comparison of individual theories, problem-solving tasks, application of theoretical knowledge in practice, guided self-study, colloquium	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment (50 %): 2 seminar papers – critical analyses of the studied theories and their application to foreign language teaching; selecting and assessing the relevance of individual aspects in terms of the current educational conditions in Slovakia; presenting and justifying students’ attitudes, opinions and beliefs. (2 x 25 points) Final assessment (50 %): Final seminar paper: “My subjective theory of learning and teaching foreign languages“ (a set of internalized knowledge, opinions and beliefs) – 25 points. Presentation of the subjective theory of learning and teaching foreign languages, guiding the discussion, active participation and knowledge presented at the colloquium – 25 points. Grading system: Final grades are awarded based on the scale:	

- A (100 - 95 %, excellent – outstanding results),  
B (94 - 90 %, very good – above the average standard),  
C (89 – 85 %, good – generally sound work),  
D (84 – 80 %, satisfactory – fair but with significant shortcomings),  
E (79 – 75 %, sufficient – performance meets the minimum criteria),  
Fx (74 - 0 %, fail – further work required).

The final assessment reflects the level of students' orientation in the area; level of their pedagogical-psychological-linguistic and analytical-critical thinking; skills to apply theoretical knowledge to the practice of foreign language teaching in tertiary education; ability to use relevant knowledge to identify, analyse and solve problems; skills to provide stimuli for theoretical, empirical or applied research; level of presentation and argumentation skills; competence to use knowledge for their professional development.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Students will deepen their knowledge of the theoretical scope of foreign language didactics and the understanding of its determining effect on the development of linguo-didactic skills, abilities and competencies. Students will expand their knowledge about the extent and nature of the influence of other relevant fields of study entering into interdisciplinary relations on the constitution and innovation of foreign language didactics. Based on the critical analysis of the relevant theories, domestic and foreign research and the confrontation with their subjective experience, students form their own set of opinions and beliefs (their subjective theory of learning and teaching foreign languages). They will develop skills to apply theoretical knowledge in foreign language teaching practice in tertiary education; analyse the causes of educational problems and suggest appropriate interventions. They will expand their competencies to work with scientific sources, select, analyse and consolidate information and evaluate its relevance in terms of the issue addressed. They will deepen their presentation and argumentation skills, ability to formulate, justify and defend their opinions and attitudes; improve their autonomy and effective self-study strategies. Students will develop skills to propose stimuli for theoretical, empirical or applied research in the Slovak educational context.

### **Class syllabus:**

Course overview:

1. Psychological theories of learning applied to learning and teaching foreign languages: Students, by synthesizing an extensive base of theoretical knowledge, develop their skills to consolidate abstract knowledge; deepen their understanding of pedagogical-psychological processes and principles of foreign language learning, as well as causal connections and causes of possible problems; develop their skills to make the content of teaching didactically appropriate; apply theoretical knowledge to pedagogical practice; develop their skills, abilities, and competences of a language teacher in tertiary education.
2. Linguistic theories and theories of foreign language learning (SLA theories): Students critically analyse and compare individual theories in terms of diachronic and synchronous perspective; synthesize and consolidate an extensive base of theoretical knowledge to create a comprehensive view of the complex theoretical foundations of linguistics; evaluate the relevance of existing theories to make foreign language teaching more effective in terms of the current educational context in Slovakia.

3. Psychodidactics, neurodidactics, cognitive linguistics: Students learn about the scope and nature of the influence of relevant interdisciplines on the constitution and innovation of foreign language didactics as a starting point for the development of desirable didactic skills.

They develop their analytical-critical and pedagogical-psychological-linguistic thinking as a basis for the flexibility, creativity and empathy of the teacher.

4. "My own (subjective) theory of learning and teaching a foreign language": Students develop a set of their own beliefs, opinions and attitudes on the basis of acquired theoretical knowledge, based on research findings from domestic and foreign research, and their confrontation with subjective experiences (both as a student and teacher). While presenting, giving arguments, reasoning and directing the colloquial discussion, students improve their presentation and argumentation skills.

Teaching these topics using the methods above significantly contributes to achieving the set goals and learning outcomes listed in the profile of a graduate.

#### **Recommended literature:**

Compulsory literature:

LOJOVÁ, G. 2004 (2011). Teória a prax vyučovania gramatiky cudzích jazykov. Bratislava: Monitor Promotion, 2004 (2011).

LOJOVÁ, G./STRAKOVÁ, Z. 2012. Teoretické východiská vyučovania angličtiny v primárnom vzdelávaní. Bratislava: Vydavateľstvo UK, 2012. – 2. kapitola

LOJOVÁ, G. a kol. 2015. Deklaratívne a procedurálne vedomosti vo výučbe anglického jazyka. Bratislava: Vydavateľstvo UK, 2015. – 1.–2. kapitola

LOJOVÁ, G. 2021. Súčasný smerovanie v psychológii učenia sa a vyučovania cudzích jazykov. *Philologia*, r. 31, č. 1, 2021, 7-20.

LOJOVÁ, G. 2021. Neuropsychologické aspekty učenia sa a vyučovania cudzích jazykov. *Philologia*, r. 31, č. 2, 2021.

STRAKOVÁ, Z./CIMERMANOVÁ, I. (ed.) 2010 (2012). Učiteľ cudzieho jazyka v kontexte primárneho vzdelávania. Prešov: Vydavateľstvo Prešovskej univerzity, 2010 (2012). – 1. kapitola

ŠIPOŠOVÁ, M. 2021. Pedagogické myslenie učiteľa cudzieho jazyka v teórii a praxi. Bratislava: IRIS, 2021.

Recommended literature:

BROWN, H. D. 2015. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Fourth Edition. White Plains, NY: Pearson Education, 2015.

KOLEČANI LENČOVÁ, I./L'UPTÁK, M. 2021. Plurilingual approach in foreign language teaching and foreign language teacher education in Slovakia from the interdisciplinary point of view. In: *AD ALTA*. - Roč. 11, č. 1, 2021, 176-180.

LIGHTBOWN, P.M./SPADA, N. 2006. *How languages are learned*. OUP 1993, 2006. (Preklad: Lojová, G.: *Ako sa učíme jazyky*. Bratislava SAP 1997).

LOEWEN, S./SATO, M. 2017. *The Routledge handbook of instructed second language acquisition*. NY: Routledge, 2017.

STERN, H.H. 2003. *Fundamental concepts of language teaching*. OUP, 2003.

HALLET, W./KÖNIGS, Frank G. 2019. *Handbuch Fremdsprachendidaktik*. Seelze. Klett u.Kallmeyer, 2019. – I. a IV. kapitola

WILLIAMS, B. 2008. *Systemisch Fremdsprachen unterrichten. Neurobiologie und Psychologie für Deutsch als Fremdsprache*. Saarbrücken, 2008.

BERNINI, G./SPREAFICO, L./VALENTINI, A. (eds.) 2008. *Competenze lessicali e discorsive nell'acquisizione di lingue seconde*, Perugia, Guerra Edizioni, 2008.

VALENTINI, A. 2016. *L'input per l'acquisizione di L2: strutturazione, percezione, elaborazione*, Firenze, Franco Cesati Editore, 2016.

#### **Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 3					
A	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Ivica Kolečáni Lenčová, PhD., prof. PhDr. Gabriela Lojová, PhD., doc. PaedDr. Martina Šipošová, PhD., prof. György Domokos, PhD.					
<b>Last change:</b> 10.11.2022					
<b>Approved by:</b> prof. György Domokos, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-DCJde003/22	<b>Course title:</b> theoretical underpinnings of foreign language teaching methodology
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, number of hours, form of the course: block teaching, 12 hours (6 lectures / 6 seminars) Form of the course: in-person teaching, combined Number of hours: 150 hours Classes – 12 hours; 38 hours of home preparation for classes, self-study; 50 hours of work on seminar papers (2 x 25); 25 hours of work on the final seminar paper; 25 hours of preparation for the final assignment (presentation and colloquium) Teaching methods: explanation, work with scientific text, brainstorming, heuristic method, discussion on selected topics, critical analysis and comparison of individual theories, problem-solving tasks, application of theoretical knowledge in practice, guided self-study, colloquium	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: In-semester assessment (50 %): 2 seminar papers – critical analyses of the studied theories and their application to foreign language teaching; selecting and assessing the relevance of individual aspects in terms of the current educational conditions in Slovakia; presenting and justifying students’ attitudes, opinions and beliefs. (2 x 25 points) Final assessment (50 %): Final seminar paper: “My subjective theory of learning and teaching foreign languages“ (a set of internalized knowledge, opinions and beliefs) – 25 points. Presentation of the subjective theory of learning and teaching foreign languages, guiding the discussion, active participation and knowledge presented at the colloquium – 25 points. Grading system: Final grades are awarded based on the scale:	

- A (100 - 95 %, excellent – outstanding results),  
B (94 - 90 %, very good – above the average standard),  
C (89 – 85 %, good – generally sound work),  
D (84 – 80 %, satisfactory – fair but with significant shortcomings),  
E (79 – 75 %, sufficient – performance meets the minimum criteria),  
Fx (74 - 0 %, fail – further work required).

The final assessment reflects the level of students' orientation in the area; level of their pedagogical-psychological-linguistic and analytical-critical thinking; skills to apply theoretical knowledge to the practice of foreign language teaching in tertiary education; ability to use relevant knowledge to identify, analyse and solve problems; skills to provide stimuli for theoretical, empirical or applied research; level of presentation and argumentation skills; competence to use knowledge for their professional development.

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

Students will deepen their knowledge of the theoretical scope of foreign language didactics and the understanding of its determining effect on the development of linguo-didactic skills, abilities and competencies. Students will expand their knowledge about the extent and nature of the influence of other relevant fields of study entering into interdisciplinary relations on the constitution and innovation of foreign language didactics. Based on the critical analysis of the relevant theories, domestic and foreign research and the confrontation with their subjective experience, students form their own set of opinions and beliefs (their subjective theory of learning and teaching foreign languages). They will develop skills to apply theoretical knowledge in foreign language teaching practice in tertiary education; analyse the causes of educational problems and suggest appropriate interventions. They will expand their competencies to work with scientific sources, select, analyse and consolidate information and evaluate its relevance in terms of the issue addressed. They will deepen their presentation and argumentation skills, ability to formulate, justify and defend their opinions and attitudes; improve their autonomy and effective self-study strategies. Students will develop skills to propose stimuli for theoretical, empirical or applied research in the Slovak educational context.

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1. Psychological theories of learning applied to learning and teaching foreign languages: Students, by synthesizing an extensive base of theoretical knowledge, develop their skills to consolidate abstract knowledge; deepen their understanding of pedagogical-psychological processes and principles of foreign language learning, as well as causal connections and causes of possible problems; develop their skills to make the content of teaching didactically appropriate; apply theoretical knowledge to pedagogical practice; develop their skills, abilities, and competences of a language teacher in tertiary education.
2. Linguistic theories and theories of foreign language learning (SLA theories): Students critically analyse and compare individual theories in terms of diachronic and synchronous perspective; synthesize and consolidate an extensive base of theoretical knowledge to create a comprehensive view of the complex theoretical foundations of linguistics; evaluate the relevance of existing theories to make foreign language teaching more effective in terms of the current educational context in Slovakia.

3. Psychodidactics, neurodidactics, cognitive linguistics: Students learn about the scope and nature of the influence of relevant interdisciplines on the constitution and innovation of foreign language didactics as a starting point for the development of desirable didactic skills.

They develop their analytical-critical and pedagogical-psychological-linguistic thinking as a basis for the flexibility, creativity and empathy of the teacher.

4. "My own (subjective) theory of learning and teaching a foreign language": Students develop a set of their own beliefs, opinions and attitudes on the basis of acquired theoretical knowledge, based on research findings from domestic and foreign research, and their confrontation with subjective experiences (both as a student and teacher). While presenting, giving arguments, reasoning and directing the colloquial discussion, students improve their presentation and argumentation skills.

Teaching these topics using the methods above significantly contributes to achieving the set goals and learning outcomes listed in the profile of a graduate.

#### **Recommended literature:**

Compulsory literature:

LOJOVÁ, G. 2004 (2011). Teória a prax vyučovania gramatiky cudzích jazykov. Bratislava: Monitor Promotion, 2004 (2011).

LOJOVÁ, G./STRAKOVÁ, Z. 2012. Teoretické východiská vyučovania angličtiny v primárnom vzdelávaní. Bratislava: Vydavateľstvo UK, 2012. – 2. kapitola

LOJOVÁ, G. a kol. 2015. Deklaratívne a procedurálne vedomosti vo výučbe anglického jazyka. Bratislava: Vydavateľstvo UK, 2015. – 1.–2. kapitola

LOJOVÁ, G. 2021. Súčasný smerovanie v psychológii učenia sa a vyučovania cudzích jazykov. *Philologia*, r. 31, č. 1, 2021, 7-20.

LOJOVÁ, G. 2021. Neuropsychologické aspekty učenia sa a vyučovania cudzích jazykov. *Philologia*, r. 31, č. 2, 2021.

STRAKOVÁ, Z./CIMERMANOVÁ, I. (ed.) 2010 (2012). Učiteľ cudzieho jazyka v kontexte primárneho vzdelávania. Prešov: Vydavateľstvo Prešovskej univerzity, 2010 (2012). – 1. kapitola

ŠIPOŠOVÁ, M. 2021. Pedagogické myslenie učiteľa cudzieho jazyka v teórii a praxi. Bratislava: IRIS, 2021.

Recommended literature:

BROWN, H. D. 2015. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Fourth Edition. White Plains, NY: Pearson Education, 2015.

KOLEČANI LENČOVÁ, I./L'UPTÁK, M. 2021. Plurilingual approach in foreign language teaching and foreign language teacher education in Slovakia from the interdisciplinary point of view. In: *AD ALTA*. - Roč. 11, č. 1, 2021, 176-180.

LIGHTBOWN, P.M./SPADA, N. 2006. *How languages are learned*. OUP 1993, 2006. (Preklad: Lojová, G.: *Ako sa učíme jazyky*. Bratislava SAP 1997).

LOEWEN, S./SATO, M. 2017. *The Routledge handbook of instructed second language acquisition*. NY: Routledge, 2017.

STERN, H.H. 2003. *Fundamental concepts of language teaching*. OUP, 2003.

HALLET, W./KÖNIGS, Frank G. 2019. *Handbuch Fremdsprachendidaktik*. Seelze. Klett u.Kallmeyer, 2019. – I. a IV. kapitola

WILLIAMS, B. 2008. *Systemisch Fremdsprachen unterrichten. Neurobiologie und Psychologie für Deutsch als Fremdsprache*. Saarbrücken, 2008.

BERNINI, G./SPREAFICO, L./VALENTINI, A. (eds.) 2008. *Competenze lessicali e discorsive nell'acquisizione di lingue seconde*, Perugia, Guerra Edizioni, 2008.

VALENTINI, A. 2016. *L'input per l'acquisizione di L2: strutturazione, percezione, elaborazione*, Firenze, Franco Cesati Editore, 2016.

#### **Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 3					
A	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Ivica Kolečáni Lenčová, PhD., prof. PhDr. Gabriela Lojová, PhD., doc. PaedDr. Martina Šipošová, PhD., prof. György Domokos, PhD.					
<b>Last change:</b> 10.11.2022					
<b>Approved by:</b> prof. György Domokos, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b>						
<b>Course ID:</b> PdF.KRoJL/D-VDZde011/22		<b>Course title:</b> using the library resources				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 2						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Ján Gunčaga, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. György Domokos, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b>						
<b>Course ID:</b> PdF.KRoJL/D-VDZde011/22		<b>Course title:</b> using the library resources				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 12s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> III.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 2						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Ján Gunčaga, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. György Domokos, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde010/22	<b>Course title:</b> word and context (group B)
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: Type of activities: lecture/seminar Number of hours: Block teaching together 12 hours, 6 hours of lectures/ 6hours of seminars per week: per level/semester: 12s Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 100 hours: of which 12 hours of direct teaching, 24 hours of home preparation for teaching, 64 hours divided according to the study plan (50:50) as 32 hours during the semester for preparation for tests from each of the three parts of the course + 32 hours preparation of seminar work for the final assessment Teaching methods: interactive lecture, seminar, discussion of the topic, presentation of seminar work in the form of a paper, work in small groups; problem-solving, tests.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Completion of the course ends with an assessment. Active participation in seminars, in-semester tests for each of the three parts of the course, and elaboration of a seminar paper are assessed. Method of assessment and completion of the course: In-semester assessment will take place in the form of tests (2x25 points) and completion of the course will be in the form of a final seminar paper (50 points). The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). Differentiated final assessment according to individual levels: Excellent: precise formulation of the intention of the work plan and excellent knowledge of the current state of research, consideration of the scientific context, clear and logical argumentation,	

justification of the chosen research method, consideration of all aspects needed to process the topic, significant proportion of own arguments and own results of work, including pointing to open questions (desiderates), differentiated language, correct use of terminology, easy-to-read style, grammatically, orthographically and stylistically minimal number of errors, taking into account a large amount of literature, formally correct adjustment (adherence to the citation standard, etc.), excellent ability to present work results independently and incorporate comments, active participation in discussions about the analyzed linguistic phenomena during the semester.

Very good: solid elaboration of the topic concerning the objectives, very good knowledge of the scientific context, logical division of the work 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, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), very good ability to present the results independently and incorporate comments on the oral presentation, active participation in discussions about the analyzed linguistic phenomena during the semester.

Good: average elaboration of the topic concerning the objectives, superficial connection with the current state of research issues, mostly logical argumentation, mostly correct mediation of arguments from secondary literature, mostly correct use of terminology, grammatically, orthographically, stylistically at a good level, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), good ability to present the results of the work independently and incorporate comments.

Satisfactory: only a rough outline of the problem, superficial knowledge of the scientific context, inaccurate mediation of arguments taken from the literature, largely correct use of terminology, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, more grammatical, orthographic, and stylistic errors, use of a small amount of literature, minimal incorporation of comments.

Sufficient: superficial processing of the topic and without own contribution by mechanical adoption from various sources, inaccurate use of terminology, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to present theoretical knowledge independently in connection with practical applications.

Fail: insufficient elaboration of the topic, minimal or no knowledge of the scientific context, weak, resp. no argumentation, large number of orthographic, stylistic errors, large formal shortcomings.

### **Learning outcomes:**

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The aim is for student to understand the function and meaning of the word in structural, semantic, and textual contexts, as well as to get acquainted with translational and corpus-linguistic approaches to the study and interpretation of language.

Learning outcomes: The graduate will gain knowledge of basic questions about the word, its functioning in the system and text, the equivalence of the word from the point of view of the language system, and also from the point of view of its functioning in the text, as well as information on the most modern methods of data extraction, evaluation, and processing using exact methods in corpus linguistics.

### **Class syllabus:**

Course overview:

I. Word in structural, semantic, and textual contexts

- What's the word?

- Words in mental processes
- How does a word exist in the language system?
- How does the word in the text work?

## II. A word in confrontation

- What's the equivalent?
- Does each word have an equivalent in another language?
- How does translation compensate for "translation losses"?
- Realities as so-called non-equivalent lexical units

## III. Word in databases and corpora

- Linguistics as an exact science
- Technologies used in language research
- Methods of corpus linguistics
- Work with linguistic corpora

### **Recommended literature:**

Compulsory literature:

- ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha: Univerzita Karlova, nakladatelství Karolinum, 2017.
- DITTMANN, J., SCHMIDT, C. 2011. Úvahy o slove. Základy lingvistiky. Prešov: Vydavateľstvo Prešovskej univerzity, 2011.
- GROMOVÁ, E. 2009. Úvod do translológie. Nitra: UKF v Nitre, 2009.
- HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Vydavateľstvo IRIS, 2006.
- MASÁR, I. 2000. Ako pomenúvame v slovenčine. Kapitoly z terminologickej teórie a praxe. Bratislava: Slovenská jazykovedná spoločnosť pri SAV, 2000.
- MÜGLOVÁ, D. 2013. Komunikace, tlumočení, překlad aneb Proč spadla babylonská věž?. Nitra: Enigma, 2013.
- RAKŠÁNYIOVÁ, J. 2005. Preklad ako interkultúrna komunikácia. Bratislava: AnaPress, 2005.
- ŠIMON, L. 2005. Úvod do teórie a praxe prekladu (nielen) pre nemčinárov. Prešov: Náuka, 2005.

Recommended literature:

- APRILE, M. 2016. Dalle parole ai dizionari. Bologna: Il Mulino, 2016.
- BUBENHOFER, N. (2006-2018): Einführung in die Korpuslinguistik: Praktische Grundlagen und Werkzeuge. Elektronische Ressource: <<http://www.bubenhofer.com/korpuslinguistik/>>. User Guide to Sketch Engine URL: <<https://www.sketchengine.co.uk/user-guide/>>.
- CASADO VELARDE, M. 2017. La innovación léxica en el español actual, Madrid: Ed. Síntesis, 2017.
- CASADO VELARDE, M. 2021. Curso de semántica léxica del español. Pamplona: EUNSA, 2021.
- ČEŇKOVÁ, I. a kol. 2001. Teorie a didaktika tlumočení I. UK FF Praha: Desktop Publishing, 2001.
- ČONOSOVÁ, E., MARKOVÁ, V., ŠEMELÍK, M. 2010. Substantiva ve Velkém německo-českém akademickém slovníku a nové korpusové nástroje. In: Ročenka Kruhu moderních filologů, 2010.
- ÉLUERD, R. 2000. La lexicologie. Paris: PUF, 2000.
- GREISCH, J. 1995. Rozumět a interpretovat. FILOSOFIA, Praha: nakladatelství Filosofického ústavu AV ČR.
- HEYER, G., QUASTHOFF, U., WITTIG, Th. 2006. Text Mining: Wissensrohstoff Text: Konzepte, Algorithmen, Ergebnisse. Bochum: W3L, 2006.
- JANÍK, T., MAŇÁK, J., & KNECHT, P. 2009. Cíle a obsahy školního vzdělávání a metodologie jejich utváření. Brno: Paido, 2009.
- JEŽEK, E. 2011. Lessico. Bologna: Il Mulino 2011.

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- KÁŇA, T. 2014. Sprachkorpora in Unterricht und Forschung. Brno: Masarykova univerzita 2014.
- KLIEME, E., MAAG-MERKI, K., HARTIG, J. 2010. Pojem kompetence a význam kompetencí ve vzdělávání. *Pedagogická orientace*, Roč. 20, č. 4 (2010), 104–119.
- KOCEK, J., KOPŘIVOVÁ, M., KUČERA, K. 2000. Český národní korpus. Úvod a příručka uživatele. FF UK Praha 2000.
- KOLLER, W. 2004. Einführung in die Übersetzungswissenschaft. Wiesbaden: Quelle & Meyer, 2004.
- KRÁLOVÁ, J. 2009. Překlad jako téma k diskusi aneb Historia magistra vitae. *Svět literatury*. XIX, 40 (2009), 191–193.
- KRÁLOVÁ, J. 2010. Od výuky jazyka k didaktice překladu a tlumočení aneb historia magistra vitae. *Translatologica ostraviensia*. 1. vyd. Ostrava: Ostravská Univerzita v Ostravě, 2010.
- KRÁLOVÁ, J. 2012. A nemůže se (o překladu) říci nic, co by už dříve řečeno nebylo. Santoyo, Julio César. *Sobre la traducción: textos clásico y medievales*. León: Universidad de León, Instituto de Estudios Medievales, 2012.
- KRÁLOVÁ, J. 2013. Překlad jako kulturní (sebe)reflexe. In: *Vědecký výzkum a výuka jazyků V. Komunikační sebereflexe a kompetence*. Hradec Králové: Univerzita Hradec Králové, 2013.
- LEMNITZER, L., ZINSMEISTER, H. 2006. *Korpuslinguistik*. Tübingen: Gunter Narr Verlag, 2006.
- LYONS, J. 1995. Einführung in die moderne Linguistik. Achte, unveränderte Auflage. München: C. H. Beck'sche Verlagsbuchhandlung (Oscar Beck), 1995.
- MAŇÁK, J. 2004. Možnosti školy v multikulturní výchově. In L. Gulová, E. Štěpařová (Eds.). *Multikulturní výchova v teorii a praxi*. Brno: Pedagogická fakulta MU v Brně, (2004), 25–28.
- MORGENSTERNOVÁ, M, ŠULOVÁ, L. et al. 2007. *Interkulturní psychologie. Rozvoj interkulturní senzitivity*. Praha: Karolinum, 2007.
- PERKUHN, R., KEIBEL, H., KUPIETZ, M. 2012. *Korpuslinguistik*. Paderborn: Wilhelm Fink, 2012.
- POLÁČKOVÁ, V., PÍŠOVÁ, M. 2011. Testování jako forma hodnocení cizojazyčné komunikační kompetence. *Bezpečnostní teorie a praxe*, zvl. č. (2011), 551–564.
- PRŮCHA, J. 2001. *Multikulturní výchova. Teorie – praxe – výzkum*. Praha: ISV Praha, 2001.
- PRŮCHA, J. 2004a. *Interkulturní psychologie*. Praha: Portál, 2004a.
- PRŮCHA, J. 2004b. *Multikulturní výchova: vědecké základy pro její teorii a praktické aktivity*. In L. Gulová & E. Štěpařová, (Eds.). *Multikulturní výchova v teorii a praxi*. Brno: Pedagogická fakulta MU v Brně, (2004b), 13–19.
- PRŮCHA, J. 2009. *Interkulturní komunikace*. Praha: Grada, 2009.
- SANDRINI, P. 1996. *Terminologiearbeit im Recht: Deskriptiver und begriffsorientierter Ansatz vom Standpunkt des Übersetzers*. Wien: IITF-series 8, TermNet, 1996.
- SLAVÍK, J., JANÍK, T. 2007. *Fakty a fenomény v průniku didaktické teorie, výzkumu a praxe vzdělávání*. *Pedagogika*, Roč. 5, č. 3 (2007), 263–274.
- ŠEBESTOVÁ, S. 2011. *Příležitosti k rozvíjení řečových dovedností ve výuce anglického jazyka: videostudie*. Brno: Masarykova univerzita, 2011.
- ŠVEHLOVÁ, M. 2004. *Interkulturní kompetence jako součást profesních kompetencí získávaných v rámci studia pedagogického oboru vysoké školy*. In L. Gulová & E. Štěpařová (Eds.). *Multikulturní výchova v teorii a praxi*. Brno: Pedagogická fakulta MU v Brně, (2004), 87–96.
- VAJIČKOVÁ, M. 2019. *Theoretische Aspekte der Kollokationen*. In: *Kollokationen im Sprachsystem und Sprachgebrauch. Ein Lehrbuch*. Nümbrecht: Kirsch-Verlag, (2019), 11–50.

VAVROUŠOVÁ, P. 2013. Sedm tváří translatologie; Praha: Nakladatelství Karolinum, 2013.  
ZERZOVÁ, J. 2012. Interkulturní komunikační kompetence a její rozvíjení v hodinách anglického jazyka na 2. stupni základní školy. Brno: Masarykova univerzita, 2012. URL: <<https://nlp.fi.muni.cz/cs/UvodDoKorpusoveLingvistiky>>.  
Languages necessary to complete the course: Slovak and English or German or French or Spanish or Italian

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

The number of students in the third block is limited to 15 due to the need to use a computer room

**Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:** PhDr. Mojmír Malovecký, PhD., PaedDr. Peter Gergel, PhD., prof. PhDr. Mária Vajičková, CSc.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2024/2025	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b>	
<b>Course ID:</b> PdF.KRoJL/D-VDZde010/22	<b>Course title:</b> word and context (group B)
<b>Educational activities:</b> <b>Type of activities:</b> seminar / lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 6s / 6s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Educational activities: Type of activities: lecture/seminar Number of hours: Block teaching together 12 hours, 6 hours of lectures/ 6hours of seminars per week: per level/semester: 12s Form of the course: in-person teaching, combined Student workload: 1 credit = 25 hours, total 100 hours: of which 12 hours of direct teaching, 24 hours of home preparation for teaching, 64 hours divided according to the study plan (50:50) as 32 hours during the semester for preparation for tests from each of the three parts of the course + 32 hours preparation of seminar work for the final assessment Teaching methods: interactive lecture, seminar, discussion of the topic, presentation of seminar work in the form of a paper, work in small groups; problem-solving, tests.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> III.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Completion of the course ends with an assessment. Active participation in seminars, in-semester tests for each of the three parts of the course, and elaboration of a seminar paper are assessed. Method of assessment and completion of the course: In-semester assessment will take place in the form of tests (2x25 points) and completion of the course will be in the form of a final seminar paper (50 points). The assessment is given on a scale: A (100 – 95 %, excellent – outstanding results), B (94 – 90%, very good – above the average standard), C (89 – 85%, good – generally sound work), D (84 – 80%, satisfactory – fair but with significant shortcomings), E (79 – 75%, sufficient – performance meets the minimum criteria), Fx (74 – 0%, fail – further work required). Differentiated final assessment according to individual levels: Excellent: precise formulation of the intention of the work plan and excellent knowledge of the current state of research, consideration of the scientific context, clear and logical argumentation,	

justification of the chosen research method, consideration of all aspects needed to process the topic, significant proportion of own arguments and own results of work, including pointing to open questions (desiderates), differentiated language, correct use of terminology, easy-to-read style, grammatically, orthographically and stylistically minimal number of errors, taking into account a large amount of literature, formally correct adjustment (adherence to the citation standard, etc.), excellent ability to present work results independently and incorporate comments, active participation in discussions about the analyzed linguistic phenomena during the semester.

Very good: solid elaboration of the topic concerning the objectives, very good knowledge of the scientific context, logical division of the work 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, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), very good ability to present the results independently and incorporate comments on the oral presentation, active participation in discussions about the analyzed linguistic phenomena during the semester.

Good: average elaboration of the topic concerning the objectives, superficial connection with the current state of research issues, mostly logical argumentation, mostly correct mediation of arguments from secondary literature, mostly correct use of terminology, grammatically, orthographically, stylistically at a good level, taking into account a reasonable amount of literature, formally correct adjustment (adherence to the citation standard, etc.), good ability to present the results of the work independently and incorporate comments.

Satisfactory: only a rough outline of the problem, superficial knowledge of the scientific context, inaccurate mediation of arguments taken from the literature, largely correct use of terminology, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, more grammatical, orthographic, and stylistic errors, use of a small amount of literature, minimal incorporation of comments.

Sufficient: superficial processing of the topic and without own contribution by mechanical adoption from various sources, inaccurate use of terminology, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to present theoretical knowledge independently in connection with practical applications.

Fail: insufficient elaboration of the topic, minimal or no knowledge of the scientific context, weak, resp. no argumentation, large number of orthographic, stylistic errors, large formal shortcomings.

### **Learning outcomes:**

Learning objectives and outcomes:

Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competencies:

The aim is for student to understand the function and meaning of the word in structural, semantic, and textual contexts, as well as to get acquainted with translational and corpus-linguistic approaches to the study and interpretation of language.

Learning outcomes: The graduate will gain knowledge of basic questions about the word, its functioning in the system and text, the equivalence of the word from the point of view of the language system, and also from the point of view of its functioning in the text, as well as information on the most modern methods of data extraction, evaluation, and processing using exact methods in corpus linguistics.

### **Class syllabus:**

Course overview:

I. Word in structural, semantic, and textual contexts

- What's the word?

- Words in mental processes
- How does a word exist in the language system?
- How does the word in the text work?

## II. A word in confrontation

- What's the equivalent?
- Does each word have an equivalent in another language?
- How does translation compensate for "translation losses"?
- Realities as so-called non-equivalent lexical units

## III. Word in databases and corpora

- Linguistics as an exact science
- Technologies used in language research
- Methods of corpus linguistics
- Work with linguistic corpora

### **Recommended literature:**

Compulsory literature:

- ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha: Univerzita Karlova, nakladatelství Karolinum, 2017.
- DITTMANN, J., SCHMIDT, C. 2011. Úvahy o slove. Základy lingvistiky. Prešov: Vydavateľstvo Prešovskej univerzity, 2011.
- GROMOVÁ, E. 2009. Úvod do translológie. Nitra: UKF v Nitre, 2009.
- HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Vydavateľstvo IRIS, 2006.
- MASÁR, I. 2000. Ako pomenúvame v slovenčine. Kapitoly z terminologickej teórie a praxe. Bratislava: Slovenská jazykovedná spoločnosť pri SAV, 2000.
- MÜGLOVÁ, D. 2013. Komunikace, tlumočení, překlad aneb Proč spadla babylonská věž?. Nitra: Enigma, 2013.
- RAKŠÁNYIOVÁ, J. 2005. Preklad ako interkultúrna komunikácia. Bratislava: AnaPress, 2005.
- ŠIMON, L. 2005. Úvod do teórie a praxe prekladu (nielen) pre nemčinárov. Prešov: Náuka, 2005.

Recommended literature:

- APRILE, M. 2016. Dalle parole ai dizionari. Bologna: Il Mulino, 2016.
- BUBENHOFER, N. (2006-2018): Einführung in die Korpuslinguistik: Praktische Grundlagen und Werkzeuge. Elektronische Ressource: <<http://www.bubenhofer.com/korpuslinguistik/>>. User Guide to Sketch Engine URL: <<https://www.sketchengine.co.uk/user-guide/>>.
- CASADO VELARDE, M. 2017. La innovación léxica en el español actual, Madrid: Ed. Síntesis, 2017.
- CASADO VELARDE, M. 2021. Curso de semántica léxica del español. Pamplona: EUNSA, 2021.
- ČEŇKOVÁ, I. a kol. 2001. Teorie a didaktika tlumočení I. UK FF Praha: Desktop Publishing, 2001.
- ČONOSOVÁ, E., MARKOVÁ, V., ŠEMELÍK, M. 2010. Substantiva ve Velkém německo-českém akademickém slovníku a nové korpusové nástroje. In: Ročenka Kruhu moderních filologů, 2010.
- ÉLUERD, R. 2000. La lexicologie. Paris: PUF, 2000.
- GREISCH, J. 1995. Rozumět a interpretovat. FILOSOFIA, Praha: nakladatelství Filosofického ústavu AV ČR.
- HEYER, G., QUASTHOFF, U., WITTIG, Th. 2006. Text Mining: Wissensrohstoff Text: Konzepte, Algorithmen, Ergebnisse. Bochum: W3L, 2006.
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Languages necessary to complete the course: Slovak and English or German or French or Spanish or Italian

**Languages necessary to complete the course:**

Slovak and English or German or French or Spanish or Italian

**Notes:**

The number of students in the third block is limited to 15 due to the need to use a computer room

**Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:** PhDr. Mojmír Malovecký, PhD., PaedDr. Peter Gergel, PhD., prof. PhDr. Mária Vajičková, CSc.

**Last change:** 11.11.2022

**Approved by:** prof. György Domokos, PhD.