# Course descriptions

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**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde027/22 | **Course title:**<br>Abuse prevention |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm paper for 40 points and to pass a midterm test for 60 points, a total of 100 points. A minimum of 60% of the maximum possible course grade is required for successful completion of the course.

The rating is awarded on a scale:

A (100-91%, excellent - excellent results with only minimal errors),

B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),

E (65-60%, sufficient - results meet minimum criteria),

Fx (59-0%, insufficient - extra work required).

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning objectives and outcomes and transferable competences:
The aim of the course is to provide basic knowledge about the problems of drug consumption, their effects, the etiology of drug addiction. The course pays special attention to the issues of the drug scene, drug policy development and criminal sanctions, or drug crime. Students will be able to identify the internal and external causes of addiction, summarize the manifestations of different types of addiction, indicate and propose specific forms of addiction prevention. They will deepen their knowledge and competences in working with people with addiction, they will learn to apply preventive practices through examples and concrete activities in school practice.
Students and learners will develop communication skills using professional terminology in the field of substance and non-substance addictions. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively to problem-based assignments.

**Class syllabus:**
Brief outline of the course:
1. Basic terminology (social pathology, drug, addiction, abstinence, codependence, prevention, etc.).
2. Classification and characteristics of selected groups of psychotropic substances.
3. Specifics and classification of substance addictions.
4. Causes and factors of drug use.
5. The emergence of addiction and its symptoms.
6. Non-substance addictions (classification, characteristics).
7. Prevention of addiction and its forms.
8. Options for help in the field of addiction (basic psychotherapeutic approaches in addiction treatment, pharmacotherapeutic help, family accompaniment).
9. National Drug Control Programme. The roles of the Departments of Education, Culture, Health, Justice, Home Affairs and Labour, Social Affairs and Family.

**Recommended literature:**
Compulsory reading:
HUPKOVÁ, I., LIBERČANOVÁ, K. (2012). Drogové závislosti a ich prevencia. Trnava: Pedagogická fakulta TU v Trnave. 153 s. ISBN 978-80-8082-563-8 Dostupné na: https://pdf.truni.sk/download?e-skripta/hupkova-libercanova-drogove-zavislosti.pdf
Recommended reading:
FERKOVÁ, Š. (2014). Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13. č. 4. s. 37 – 44.

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KALINA, K. (2008). Základy klinickej adiktológie. Praha: Grada, 387 s. ISBN978-80-247-1411-0. K
KALINA, K. et al. (2003). Drogy a drogové závislosti 1. a 2. Mezioborový přístup. Praha: ÚV ČR, 640 s. ISBN80-86734-05-6.
KUKLOVÁ, M. (2016). Kognitivně-behaviorální terapie v léčbě závislostí. Praha: Portál. 152 s. ISBN978-80-262-1101-3
NEŠPOR, K. (2003). Návykové chováni a závislost. Současné poznatky a prespektívy léčby. Praha: Portál. 152 s. ISBN80-7178-831-7.
NOCIAR, A. (2009). Drogové závislosti. Bratislava: Vysoká škola Svätej Alžbety. 123 s. ISBN 978-80-892-7168-9

**Languages necessary to complete the course:**
: slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 620

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 52,1 | 0,0 | 21,77 | 12,9 | 6,29 | 2,26 | 4,68 |

**Lecturers:** Mgr. Štefánia Ferková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde027/22 | Abuse prevention |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm paper for 40 points and to pass a midterm test for 60 points, a total of 100 points. A minimum of 60% of the maximum possible course grade is required for successful completion of the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning objectives and outcomes and transferable competences:
The aim of the course is to provide basic knowledge about the problems of drug consumption, their effects, the etiology of drug addiction. The course pays special attention to the issues of the drug scene, drug policy development and criminal sanctions, or drug crime. Students will be able to identify the internal and external causes of addiction, summarize the manifestations of different types of addiction, indicate and propose specific forms of addiction prevention. They will deepen their knowledge and competences in working with people with addiction, they will learn to apply preventive practices through examples and concrete activities in school practice.
Students and learners will develop communication skills using professional terminology in the field of substance and non-substance addictions. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively to problem-based assignments.

**Class syllabus:**
Brief outline of the course:
1. Basic terminology (social pathology, drug, addiction, abstinence, codependence, prevention, etc.).
2. Classification and characteristics of selected groups of psychotropic substances.
3. Specifics and classification of substance addictions.
4. Causes and factors of drug use.
5. The emergence of addiction and its symptoms.
6. Non-substance addictions (classification, characteristics).
7. Prevention of addiction and its forms.
8. Options for help in the field of addiction (basic psychotherapeutic approaches in addiction treatment, pharmacotherapeutic help, family accompaniment).
9. National Drug Control Programme. The roles of the Departments of Education, Culture, Health, Justice, Home Affairs and Labour, Social Affairs and Family.

**Recommended literature:**
Compulsory reading:
HUPKOVÁ, I., LIBERČANOVÁ, K. (2012). Drogové závislosti a ich prevencia. Trnava: Pedagogická fakulta TU v Trnave. 153 s. ISBN 978-80-8082-563-8 Dostupné na: https://pdf.truni.sk/download?e-skripta/hupkova-libercanova-drogove-zavislosti.pdf
Recommended reading:
FERKOVÁ, Š. (2014). Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13. č. 4. s. 37 – 44.

FISCHER, S., ŠKODA, J. (2009). Sociální patologie. Analýza příčin a možnosti ovlivňovaní závažných sociálně patologických jevů. Praha: Grada Publishing, a.s. 224 s. ISBN 978-80-247-7813
KALINA, K. (2008). Základy klinickej adiktológie. Praha: Grada, 387 s. ISBN978-80-247-1411-0. K
KALINA, K. et al. (2003). Drogy a drogové závislosti 1. a 2. Mezioborový přístup. Praha: ÚV ČR, 640 s. ISBN80-86734-05-6.
KUKLOVÁ, M. (2016). Kognitivně-behaviorální terapie v léčbě závislostí. Praha: Portál. 152 s. ISBN978-80-262-1101-3
NEŠPOR, K. (2003). Návykové chováni a závislost. Současné poznatky a prespektívy léčby. Praha: Portál. 152 s. ISBN80-7178-831-7.
NOCIAR, A. (2009). Drogové závislosti. Bratislava: Vysoká škola Svätej Alžbety. 123 s. ISBN 978-80-892-7168-9

**Languages necessary to complete the course:**
: slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 620

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 52,1 | 0,0 | 21,77 | 12,9 | 6,29 | 2,26 | 4,68 |

**Lecturers:** Mgr. Štefánia Ferková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde046/22 | Activation of Language Competence 1 |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 25s
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Study method: combined (primary attendance)
Student workload:
A total of 25 hours of student work, including 25 hours of in-person teaching.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 1

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons during the semester and active performance during the lessons.
The student will be awarded credits based on a 100% interim evaluation. To get an A rating, he/she need to get 100-95%, for a rating B 94–85%, for a rating of C 84–77%, for a rating of D 76–70% and for a rating of E 69–60%. Credits will not be awarded to a student (he/she will be awarded an FX rating) who will reach less than 60%.

**Learning outcomes:**
The aim of the subject is to strengthen the communicative competence of Italian (at A1+/A2 level) and the motivation of students to devote themselves to the Italian language, through extramural educational activities, focusing on Italian cultural heritage. Specific activities will be drawn up on the basis of surveys carried out in each semester so that they can be tailored to the interests of students.
After successful completion of the course, student will demonstrate an increased motivation to engage in the Italian language and an increased determination to bring linguistic risk (see Slavkov, Séror 2019).

**Class syllabus:**
Developing language competence through language activities and contextual grammar. Vocabulary and grammatical phenomena linked to the relevant topic within the scope of the specified lessons of the chosen method. Developing listening comprehension, reading comprehension, writing and speaking in interaction at the level of an advanced beginner.

**Recommended literature:**

MARIN, T. – MAGNELLI, S. 2014. Nuovo progetto italiano 1. Roma : Edilingua, 2014. ISBN: 9606632245.
NOCCHI, S. 2010. Grammatica pratica della lingua italiana. Firenze : Alma Edizioni, 2012. 280 s. ISBN 888861822479.
SAVORGNANI DE G., BERGERO, B. Chiaro! A1. Corso di italiano. Firenze: Alma Edizioni, 2010. ISBN 978-8861821651
SLAVKOV, N. Risk-taking passport. University of Ottava

**Languages necessary to complete the course:**

Slovak and Italian, English (passive knowledge)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 48

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 64,58 | 0,0 | 14,58 | 10,42 | 2,08 | 0,0 | 8,33 |

**Lecturers:** prof. György Domokos, PhD., doc. Tivadar Palágyi, PhD., PaedDr. Matteo Verga

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde047/22 | Activation of Language Competence 2 |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 25s
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Study method: combined (primary attendance)
Student workload:
A total of 25 hours of student work, including 25 hours of in-person teaching.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 1

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons during the semester and active performance during the lessons.
The student will be awarded credits based on a 100% interim evaluation. To get an A rating, he/she will need to get 100-95%, for a rating B 94–85%, for a rating of C 84–77%, for a rating of D 76–70% and for a rating of E 69–60%. Credits will not be awarded to a student (he/she will be awarded an FX rating) who will reach less than 60%.

**Learning outcomes:**
The aim of the subject is to strengthen the communicative competence from Italian (at A2+/ B1 level) and the motivation of students to engage in the Italian language, through extramural educational activities aimed at Italian cultural heritage. Specific activities will be drawn up on the basis of surveys carried out in each semester so that they can be tailored to the interests of students. After successful completion of the course, student will demonstrate an increased motivation to engage in the Italian language and an increased determination to bring linguistic risk (see Slavkov, Séror 2019).

**Class syllabus:**
Developing language competence through language activities and contextual grammar. Vocabulary and grammatical phenomena linked to the relevant topic within the scope of the specified lessons of the chosen method. Developing listening comprehension, reading comprehension, writing and speaking in interaction at the level of an advanced beginner.

**Recommended literature:**

NOCCHI, S. 2010. Grammatica pratica della lingua italiana. Firenze : Alma Edizioni, 2012. 280 s. ISBN 888861822479.
FRATTER, I. Un'altra vita. Milano: Alma Edizioni. (pound + audio online) Ean: 9788861827073.
Storie per ridere. Firenze: Alma Edizioni. libro + audio online, p. 64 Ean: 9788861824966

**Languages necessary to complete the course:**
Slovak language and Italian

**Notes:**

**Past grade distribution**
Total number of evaluated students: 37

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 67,57 | 0,0 | 13,51 | 0,0 | 10,81 | 2,7 | 5,41 |

**Lecturers:** prof. György Domokos, PhD., Mgr. Zuzana Tóth, Dr.phil, doc. Mgr. Katarína Klimová, PhD., doc. Tivadar Palágyi, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde048/22 | Activation of Language Competence 3 |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 25s
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Study method: combined (primary attendance)
Student workload:
A total of 25 hours of student work, including 25 hours of in-person teaching.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 1

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons during the semester and active performance during the lessons.
The student will be awarded credits based on a 100% interim evaluation. To get an A rating, he/she will need to get 100-95%, for a rating B 94–85%, for a rating of C 84–77%, for a rating of D 76–70% and for a rating of E 69–60%. Credits will not be awarded to a student (he/she will be awarded an FX rating) who will reach less than 60%.

**Learning outcomes:**
The aim of the course is to strengthen the communicative competence from Italian (at B1-B1+level) and the motivation of students to engage in the Italian language, through extramural educational activities focused on Italian cultural heritage. Specific activities will be drawn up on the basis of surveys carried out in each semester so that they can be tailored to the interests of students.
After successful completion of the course, student will demonstrate an increased motivation to engage in the Italian language and an increased determination to bring linguistic risk (see Slavkov, Séror 2019).

**Class syllabus:**
Developing language competence through language activities and contextual grammar. Vocabulary and grammatical phenomena linked to the relevant topic within the scope of the specified lessons of the chosen method. Developing listening comprehension, reading comprehension, writing and speaking in interaction at the level of an advanced beginner.

**Recommended literature:**

MARIN, T. – MAGNELLI, P. 2021. Nuovissimo progetto italiano 2. Roma : Edilingua, 2014. ISBN: 978-8899358891
NOCCHI, S. 2010. Grammatica pratica della lingua italiana. Firenze : Alma Edizioni, 2012. 280 s. ISBN 888861822479.
MUZZI, A – MORANO V., Piazza Italia 2 Firenze : Alma Edizioni, ebook, 144 s.EAN: 9788861827233

**Languages necessary to complete the course:**
Slovak language and Italian

**Notes:**

**Past grade distribution**
Total number of evaluated students: 11

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 54,55 | 0,0 | 0,0 | 9,09 | 9,09 | 18,18 | 9,09 |

**Lecturers:** Mgr. Alexandra Jasencová, PaedDr. Matteo Verga

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde049/22 | Activation of Language Competence 4 |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 25s
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Study method: combined (primary attendance)
Student workload:
A total of 25 hours of student work, including 25 hours of in-person teaching.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 1

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons during the semester and active performance during the lessons.
The student will be awarded credits based on a 100% interim evaluation. To get an A rating, he/she will need to get 100-95%, for a rating B 94–85%, for a rating of C 84–77%, for a rating of D 76–70% and for a rating of E 69–60%. Credits will not be awarded to a student (he/she will be awarded an FX rating) who will reach less than 60%.

**Learning outcomes:**
The aim of the subject is to strengthen the communicative competence from Italian (at B1+/ B2 level) and the motivation of students to engage in the Italian language, through extramural educational activities, focusing on Italian cultural heritage. Specific activities will be drawn up on the basis of surveys carried out in each semester so that they can be tailored to the interests of students.
After successful completion of the course, student will demonstrate an increased motivation to engage in the Italian language and an increased determination to bring linguistic risk (see Slavkov, Séror 2019).

**Class syllabus:**
Developing language competence through language activities and contextual grammar. Vocabulary and grammatical phenomena linked to the relevant topic within the scope of the specified lessons of the chosen method. Developing listening comprehension, reading comprehension, writing and speaking in interaction at the level of an advanced beginner.

**Recommended literature:**

MARIN, T. – MAGNELLI, P. 2020. Nuovissimo progetto italiano 3. Roma : Edilingua, 2014. 216 s. ISBN: 978-8899358983

NOCCHI, S. 2010. Grammatica pratica della lingua italiana. Firenze : Alma Edizioni, 2012. 280 s. ISBN 888861822479.

**Languages necessary to complete the course:**

Slovak language and Italian

**Notes:**

teaching takes place in block form

**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. György Domokos, PhD., Mgr. Zuzana Tóth, Dr.phil

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde008/22 | Bachelor thesis seminar |

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

**Number of credits:** 2

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment that is handed in on the due date is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level.
B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level.
C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level.
D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level.
E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.

Fx (59-0%, insufficient - extra work required).

**Learning outcomes:**

Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a bachelor's thesis.
The student is able to define the topic of his/her own bachelor thesis, is able to correctly determine the methods of its processing, acquires the ability to work selectively and correctly with the professional literature on the chosen topic. He/she knows the individual parts of the final thesis. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

**Class syllabus:**

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

**Recommended literature:**

Recommended reading:
Selection of literature according to the chosen topic of the thesis;
Current directive of the Rector of Charles University on the basic requirements of thesis;
LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác - vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave. Bratislava: Stimul. ISBN 978-80-8127-155-7
KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma. ISBN 8089132454
STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta, . ISBN 978-80-8063-359-2.

**Languages necessary to complete the course:**

Slovak language (in the case of language subject approbations also the target language)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1081

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,93 | 0,0 | 23,77 | 10,18 | 2,78 | 1,57 | 2,78 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde008/22 | Bachelor thesis seminar |

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

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment that is handed in on the due date is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level.
B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level.
C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level.
D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level.
E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.

Fx (59-0%, insufficient - extra work required).

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a bachelor's thesis.
The student is able to define the topic of his/her own bachelor thesis, is able to correctly determine the methods of its processing, acquires the ability to work selectively and correctly with the professional literature on the chosen topic. He/she knows the individual parts of the final thesis. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

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

**Recommended literature:**
Recommended reading:
Selection of literature according to the chosen topic of the thesis;
Current directive of the Rector of Charles University on the basic requirements of thesis;
LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác - vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave. Bratislava: Stimul. ISBN 978-80-8127-155-7
KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma. ISBN 8089132454
STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta, . ISBN 978-80-8063-359-2.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 1081

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,93 | 0,0 | 23,77 | 10,18 | 2,78 | 1,57 | 2,78 |

**Lecturers:** Mgr. Miriam Viršinská, PhD., Mgr. Veronika Valkovičová, PhD., Mgr. Miroslava Repiská, PhD., PhDr. Mojmír Malovecký, PhD., doc. PhDr. Marian Groma, PhD., PhDr. Dušan Damián Brezány, Mgr. Marína Hríbová, PhD., prof. György Domokos, PhD., PhDr. Mária Medveczká, PhD., doc. Tivadar Palágyi, PhD., Mgr. Radana Štrbáková, PhD., doc. PaedDr. Martina Šipošová Chochulová, PhD., Dr. habil. Tamás Karáth, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

**STATE EXAM DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZšt011/15 | **Course title:**<br>Bachelor's thesis defence |
| **Number of credits:** 12 | |
| **Educational level:** I. | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course:

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

A student may take the state examination a) after obtaining at least such number of credits that after obtaining credits for successful completion of the last state examination he/she achieves the necessary number of credits for proper completion of studies and b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination and c) no disciplinary proceedings are conducted against him/her.

In the bachelor's degree, the student receives 12 credits for the successful defence of the bachelor's thesis (credits included in the UZ study plan).

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

- Demonstration of the student's ability to collect and interpret relevant data (facts), usually within the field of study in which the student has completed the programme of study, with the possibility of interdisciplinary overlap into other fields if necessary;
- Demonstrate the ability to make informed decisions that also take into account social, scientific and ethical considerations;
- Ability to communicate information, concepts, problems and solutions to both professional and lay audiences.
- the ability to think and work creatively in the field of study in which they have completed their degree programme.
- knowledge and understanding of the problem/issue addressed.
- Applying their skills in collecting, interpreting and processing basic literature, which may include its application in practice, or solving a sub-task related to the student's future field of study/ assignment.

The rating is awarded on a scale:

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

A student is evaluated with the FX grade if he/she has fulfilled the requirements for the grade only at a level not exceeding 60% of the total highest possible level of fulfilment of the requirements for the completion of the subject of the state examination - the defence of the bachelor thesis. In the same way, a student shall be assessed with an FX grade if he/she has submitted a thesis in violation of paragraph 7 of Article 56 of the UK Internal Regulation 23/2021 or has submitted a thesis that does not substantially meet the requirements under paragraph 1(d), paragraph 2(d) or paragraph 3(d) of Article 56 of the UK Internal Regulation 23/2021 Internal Quality Assurance System for Higher Education at the University of Bratislava.
The details and specifications of the requirements of the final theses for the individual teacher study programmes in combination (approbation) will be specified in the respective Study Programme Descriptions.

**Learning outcomes:**

Learning outcomes:
The learning outcome is in accordance with the Long-Term Plan of the Charles University/PdF, the mission and strategic goals of the Charles University/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in the individual subjects of the study programme curriculum, and other relevant documents.
The student is able to demonstrate his/her ability to work creatively in the field of study in which he/she has completed the study programme when conceiving his/her bachelor thesis. The student is able to demonstrate adequate knowledge of the subject matter and to apply his/her skills in collecting, interpreting and processing the basic literature, or its application in practice, or is able to solve a sub-task related to the focus of the student's bachelor's thesis.

**Class syllabus:**

Brief outline of the course:
1. Contribution of the thesis to the field of study. The evaluation of the bachelor thesis assesses whether the student has adequately demonstrated the ability to work creatively in the field of study in which he/she has completed the study programme, reflects the degree of demonstration of knowledge and knowledge of the issue, assesses the skills applied in collecting, interpreting and processing the basic literature, or the extent to which the student has mastered the application of theoretical assumptions in practice or how he/she is able to solve a subtask that is related to the focus of the student's bachelor thesis;
2. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination includes originality protocols: from the Central Register and Theses, the results of which are commented on by the supervisor and the opponent in their opinions;
3. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams;
4. Compliance of the structure of the thesis with the prescribed structure defined by the Internal Regulation No. 2/2018 Directive of the Rector of Charles University in Bratislava;
5. Respecting the recommended scope of the final thesis (the recommended scope of a bachelor's thesis is usually 30 - 40 standard pages - 54 000 to 72 000 characters including spaces), the adequacy of the scope of the thesis is assessed by the supervisor of the thesis;
6. Linguistic and stylistic level of the work and formal editing;
7. The manner and form of defending the thesis and the student's ability to respond adequately to the comments and questions in the supervisor's and opponent's evaluations.

8. In the study programme focused on the teaching of art-educational subjects, the presentation of artistic outputs and performances may be part of the final thesis and its defence.

**State exam syllabus:**

**Recommended literature:**
Recommended reading:
according to the focus of the bachelor thesis topic

**Languages necessary to complete the course:**
Slovak language, in the case of language approbations also the language of the respective subject approbation

**Notes:**
Examination committee approved by the Scientific Council of PdF UK. State examination: the defence of the bachelor thesis is carried out only from one approbation. Credits are counted towards "UZ".

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde011/22 | Basics of Didactics of Foreign Languages |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours a week lecture, 2 hours per week seminar; total per semester 44 hours
Study method: combined (primary attendance)
Student workload: 44 hours in-person teaching; 40 hours continuous tasks and study; 20 hours preparation of individual task; 46 hours separate study of professional literature and preparation for exam. A total of 150 hours of student work.
Teaching methods: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, written works, presentations, controlled self-study, work in small groups, solution of tasks and assignments, observation and written reflection, brainstorming, class simulation and written self-reflection, e-learning.

**Number of credits:** 6

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated continuously and finally.
The interim evaluation is 35 %: active participation in classroom activities 10 %; elaboration of ongoing written tasks on individual topics of 10 %; elaboration of an individual task according to the assignment of 15 %. Fulfillment of the conditions for interim evaluation is a condition for participation in the examination.
The final test represents 65 % of the evaluation.
Exam evaluation (sum of points for all responses reflects the level of knowledge acquisition):
- the student has learned knowledge of the basics of didactics of the Italian language, is excellently oriented in the given issue and masters terminology.
- the student has learned knowledge of the basics of didactics of the Italian language and focuses on the topic at above-standard level, in the answers there are occasional less serious inaccuracies, using the correct terminology.
- the student has acquired standard knowledge of the basics of didactics of the Italian language, in the answers there are less serious terminological or content deficiencies.
- the student has acquired knowledge of the basics of didactics of the Italian language at a satisfactory level, the level of answers is average, there are terminological or content deficiencies.

- the student has acquired knowledge of the basics of didactics of the Italian language at a minimum acceptable level, the level of responses is unbalanced, there are several content deficiencies and terminological inaccuracy.
- the student does not have sufficient knowledge of the basics of Italian language didactics; does not control terminology; responses are incomplete and unsatisfactory.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

For successful completion of the course, the student will demonstrate the ability to orientate himself in the basic issue of didactics of the Italian language as a foreign language in both theoretical and practical terms:
• knows the basics of foreign language didactics and knows the teaching methods and forms supporting the active learning of the pupil,
• can define the objectives of teaching and formulate them in the form of teaching requirements,
• become acquainted with the main principles for planning and designing teaching, implementation of teaching, evaluation of the progress and results of teaching and learning of pupils, is able to apply them in the preparation and implementation of sub-completing tasks in the classroom and short outputs,
• knows learning materials (textbooks, games, paintings, songs, films, etc.),
• is aware of the content and requirements of the Common European Framework of Reference.
The completion of the course contributes to the development of communicative competence in the Italian language, in particular to the ability to understand longer speech, including lectures from its specialisation, the ability to understand appropriately demanding professional texts from its specialisation, as well as the development of oral and written speech in Italian.

**Class syllabus:**

• Didactics: definition and objectives.
• Teaching pronunciation, grammar and vocabulary.
• Teaching methods and approaches.
• Common European Framework of Reference and Portfolio.
• Language activities: oral and written speech, listening and reading with comprehension, interaction and mediation activities.
• Didactic materials.
• Lesson planning.
• Evaluation and correction of errors.
• Exercises focusing on practical aspects of Italian language teaching

**Recommended literature:**

During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
BUTAŠOVÁ, A. a kol. 2007. Koncepcia vyučovania cudzích jazykov v základných a stredných školách. Bratislava, 2007. ISBN 978-80-892-2531-6.

RADA EURÓPY EURÓPSKEJ ÚNIE. 2017. Spoločný európsky referenčný rámec pre jazyky. Bratislava: Štátny pedagogický ústav. Dostupné na: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf
TUREK, I. 2014. Didaktika. Bratislava: Wolters Kluwer, 2014. ISBN 978-80-8168-004-5.
Základné pedagogické dokumenty (Štátny vzdelávací program, Vyhlášky MŠ k výučbe CJ).
DIADORI P., PALERMO M., TRONCARELLI D.: Manuale di didattica dell'italiano a stranieri. Perugia: Guerra, 2009. (vybrané kapitoly)
DIADORI P., PALERMO M., TRONCARELLI D.: Manuale di didattica dell'italiano a stranieri. Perugia: Guerra, 2009. (selected chapters)
DIADORI P. (ed.): Insegnare italiano and stranieri, Firenze – Milano: Le Monnier/Mondadori, 2010. (selected chapters)
DUSO, E.: Grammatica dell'italiano L2. Roma: Carocci editore. ISBN: 978-88-430-9263-5. (selected chapters)
DUSO, E.: Dalla teoria alla pratica. La grammatica nella classe di italiano L2. Roma: Aracne. ISBN: 978-88-548-1393-9. (selected chapters)
LO DUCA, M.G.: Sillabo d'italiano L2, Roma: Carocci, 2006. ISBN: 9788843038022 (selected chapters)
PALLOTTI, G. La seconda lingua. Milano: Bompiani. ISBN-10 : 8845247546 (selected chapters)

**Languages necessary to complete the course:**
Slovak and Italian

**Notes:**

**Past grade distribution**
Total number of evaluated students: 31

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,06 | 0,0 | 22,58 | 19,35 | 0,0 | 0,0 | 0,0 |

**Lecturers:** prof. György Domokos, PhD., Mgr. Zuzana Tóth, Dr.phil, PhDr. Mojmír Malovecký, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KNJL/B-NEMde033/22 | **Course title:**<br>Basics of language culture |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendance).
Student's workload: 11 x 2 hours of direct teaching = 22 hours; 15 hours preparation of a report, 23 hours preparation of a seminar paper. Total 60 hours of student work.
Teaching methods: interpretation, explanation, group work, polemics, discussion, problem-solving, independent work, work with text, seminar work.

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
assessment (report, seminar paper - 100/0).
The student will be evaluated in the form of a report (40 points) and a seminar paper (60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 24 points in the paper and less than 36 points in the seminar paper.
The grade shall be awarded on a scale:
A (100 - 93%, excellent - excellent results): excellent performance: excellent performance: excellent performance: the student has excellent knowledge, can apply the acquired knowledge excellently in practice, has an excellent ability to solve problem-solving tasks in the field of study, has an excellent ability to interpret the acquired facts, can communicate the knowledge at an excellent level to professional and lay audiences, has excellent self-study skills
B (92 - 85%, very good - above average standard): very good performance: the student has excellent knowledge, can apply the acquired knowledge very well in practice, has an excellent ability to solve problem-solving tasks in the field of study, has an excellent ability to interpret the acquired facts, can communicate knowledge to a professional and lay audience at an excellent level, has very good self-study skills
C (84 - 77%, good - normal reliable work): good performance: the student has good knowledge, can reliably apply the acquired knowledge in practice, reliably solves problem-solving tasks in the field

of study, has a good ability to interpret the acquired facts, can reliably communicate knowledge to professional and lay audiences, self-study skills are at a good level
D (76-69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge, applies it acceptably in practice, solves problem solving tasks in the field of study satisfactorily, interprets the acquired facts at an acceptable level, can communicate knowledge satisfactorily to professional and lay audiences, has satisfactory skills for self-study
E (68 - 60%, sufficient - results meet the minimum criteria): sufficient performance: student demonstrates a minimum amount of knowledge, can apply it sufficiently in practice, solves problem tasks in the field of study at a minimum level, can communicate knowledge sufficiently to professional and lay audiences, has minimal skills for self-study
Fx (59 - 0%, insufficient - additional work required):insufficient performance: student does not demonstrate sufficient knowledge, does not know how to apply it sufficiently in practice, does not know how to solve problem solving tasks in the field of study sufficiently, does not know how to communicate knowledge sufficiently to professional and lay audiences, does not have sufficient skills for self-study
Scale of assessment (preliminary/final): assessment (report, seminar paper - 100/0).

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Educational objectives: to learn the current theory of language culture and problematic phenomena of language practice
Learning outcomes: the graduate of the course will master the theoretical basis of the systemic and sociolinguistic approach to language culture and language norm; the graduate will become familiar with selected problematic phenomena related to norm transgression within individual linguistic planes and will apply them in the production of own and evaluation of foreign language expressions.
The course focuses on contemporary linguistic culture theory and problematic phenomena of linguistic practice. The student will have sufficient knowledge of the theoretical foundations of the systemic and sociolinguistic approach to language culture and language norm. On a practical level, the student will acquire the approach of an active and creative language user, learning to evaluate the use of linguistic resources with respect to the communicative environment and the mode of communication. Completion of the course will contribute to the development of the student's critical thinking skills and to the deepening of his/her analytical and synthetic abilities.

**Class syllabus:**
Course outcomes of subject (content):
1.Contemporary written language and contemporary written Slovak. Stability and dynamism of the written language.
2.National language and its stratification. Standard, codification, linguistic anxiety, spelling anxiety, valid codification manuals of contemporary written Slovak.
3.Users of written Slovak, language patterns, language personalities.
4.Contemporary written Slovak. Language culture and criteria of spelling.
5.-6. Problematic phenomena of the sound plane.
7. Problematic phenomena of the morphological plane.
8. Problematic phenomena of the syntactic plane.
9. Vocabulary differentiation. Spoken and unspoken lexis.
10. Problematic phenomena of the lexical plane. Englishisms and Bohemianisms.
11.Linguistic proofreading of the text.
The graduate can identify specific cases of violation of orthoepic, lexical, morphological, syntactic and orthographic norms. The theoretical knowledge can be used practically and functionally in the production of oral and written linguistic expressions.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
KAČALA, J. Súčasný spisovný jazyk. 1. vyd. Martin: Vydavateľstvo Matice slovenskej, 2021. 143 s. ISBN 978-80-8115-431-05
Recommended readings:
DOLNÍK, J. Teória spisovného jazyka so zreteľom na spisovnú slovenčinu. Bratislava: Veda, 2010. 299 s. ISBN: 978-80-2241-119-6
Pravidlá slovenského pravopisu. 4., nezmenené vydanie. Red. M. Považaj. Bratislava: Veda 2013, 592 s. ISBN 9788022413312.
Krátky slovník slovenského jazyka. Red. J. Kačala – M. Pisarčíková. Martin: Matica slovenská, 2020, 960 s. ISBN 978-80-8128-261-4
Kultúra slova. Red. M. Považaj. Bratislava: JÚLŠ SAV v Bratislave.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde034/22 | Basics of lexicography |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendance)
Student workload: 11 x 2 hours of direct instruction = 22 hours; 10 hours preparation for direct instruction, 18 hours preparation for seminar work. Total of 50 hours of student work Teaching methods: expository (explanation of theoretical knowledge in the field of lexicography, principles of dictionary creation, fixation (training in the creation of dictionary entries based on the principles of their creation), diagnostic and classification, etc.

**Number of credits:** 2

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
assessment (seminar paper - 100/0)
The prerequisite for obtaining the grade is the preparation of a seminar paper.
The grade is awarded on a scale:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: accurate drafting of dictionary entries for a selected type of vocabulary dictionary Differentiated language, correct use of vocabulary terms.
Very good: solid drafting of dictionary entries for the selected type of specialist dictionary clear language, only a small number of grammatical, orthographic and stylistic errors.
Good: reasonably good drafting of the entries for the selected type of dictionary, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level.
Satisfactory: drafting of dictionary entries for the selected type of specialist dictionary with minor shortcomings, several grammatical, orthographic, stylistic errors.

Satisfactory: drafting of dictionary entries for the selected type of specialist dictionary with major deficiencies, many grammatical, orthographic and stylistic errors.
Insufficient results: insufficient elaboration of dictionary entries into the selected type of specialist dictionary, major formal deficiencies.
Scale of assessment (preliminary/final): assessment (seminar paper - 100/0)

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to learn how to work with entries in order to design dictionaries with specificities in terms of content and form
Learning outcomes: the graduate masters the main principles and principles of applied research and lexicographic description of vocabulary and its confrontation from the point of view of a foreign language. The graduate of the course becomes familiar with the principles of vocabulary description in monolingual and bilingual dictionaries in terms of their micro- and macro-structure. The student will learn the principles of describing vocabulary in terms of denotative and connotative meaning and in terms of equivalence. The student will also become familiar with different types of print and electronic dictionaries.
The graduate will acquire the following transferable competences: digital skills in the processing of dictionary entries and analytical skills in the processing of selected linguistic material.
Knowledge: the graduate is oriented in the basics of lexicography as a linguistic discipline.
Skills: the graduate applies an overview of basic lexicographic categories in the creation of dictionary entries.
Competences: the graduate reaches a fairly good level in the production of dictionary entries for different types of dictionaries.

**Class syllabus:**

Course outcomes of subject (content):
The subject of lexicography and metalexicography. Typology of dictionaries and German lexicography. Characteristics of information in monolingual dictionaries. Macro- and microstructure of the dictionary. Methods of semantic interpretation of lexical units. Etymological and historical dictionaries. Orthographic and orthoepic dictionaries. Valency and collocation dictionaries. Dictionaries of foreign words. Onomasiological dictionaries. Illustrative and specialist dictionaries. General and encyclopaedic teaching dictionaries. A basic orientation in lexicography as an orientation in the various linguistic sub-disciplines is part of the graduate's profile.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
ENGELBERG S./LEMNITZER, L. 2001. Lexikographie und Wörterbuchbenutzung. 1. Aufl., Tübingen: Stauffenburg, 2001. 277 s. ISBN 3-86057-285-7
Recommended readings:
HERBST T./KLOTZ M. 2003. Lexikografie. 1. Aufl., Paderborn: Ferdinand Schöningh, 2003. 320 s. ISBN 3-506-97015-1
SCHLAEFER, M. 2009. Lexikologie und Lexikographie. Eine Einführung am Beispiel deutscher Wörterbücher. 2. durchges. Aufl., Berlin: Schmidt Verlag, 199 s. 2009. ISBN 978-3-503-09863-7

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**
Total number of evaluated students: 3

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 33,33 | 0,0 | 0,0 | 33,33 | 0,0 | 33,33 | 0,0 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde029/22 | Basics of the first aid |

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

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment:
(a) a continuous written assessment with a maximum of 80 points aimed at testing knowledge and understanding of general first aid principles as well as basic first aid principles for life-threatening conditions (cessation of breathing, blood circulation), serious injuries (bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices) and minor injuries
(b) by developing an activity on the chosen first aid topic in the form of a simulation of the health problem mentioned above as well as an active performance of a drill on the basic principles of first aid with a maximum of 20 points.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm and fails to prepare for the activity. A minimum score of 60% is required to pass the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student has excellent knowledge of theoretical knowledge of medical procedures in cases of health threat, can simulate a case of health threat based on the theoretical knowledge and solve the situation when providing first aid in practice
B (90-81%, very good - above average standard), excellent performance, the student knows the theoretical knowledge of medical procedures in cases of health threat very well, can simulate a case of health threat only partially on the basis of the theoretical knowledge, but can deal with the situation when providing first aid in practice
C (80-73%, good - normal reliable work), good performance, although the student has a good knowledge of theoretical knowledge of medical procedures in cases of health hazards, but cannot simulate a case of a health hazard on their basis, but can partially solve the situation when providing first aid in practice

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student partially knows the theoretical knowledge of health procedures in cases of health threats, but is unable to simulate a case of a health threat and is only partially able to apply the theory to practice
E (65-60%, sufficient - results meet the minimum criteria), satisfactory performance, the student has only minimal knowledge of the theoretical knowledge of health procedures in cases of health threats, is unable to simulate a case of a health threat and is able to apply the theory to practice only partially
Fx (59-0%, insufficient - extra work required), insufficient performance, student does not have sufficient knowledge of basic health procedures in health emergencies, nor is he/she able to simulate a health emergency and apply the theory to practice
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning objectives and outcomes and transferable competences:
The aim of the course is to teach students the basics of first aid, cardiopulmonary resuscitation, as well as the management of serious medical conditions. Upon completion of the course, the student will gain theoretical knowledge of medical procedures in cases of health threats to children and adolescents. At the same time, the student will strengthen his/her communication and organizational skills in dealing with serious health emergencies through simulated situations.

**Class syllabus:**
Brief outline of the course:
1. General principles of first aid (the student acquires basic knowledge and knowledge of the general principles of first aid, can recognize basic first aid from rapid medical and technical assistance, can assess the situation without endangering his/her own life, assess the health condition of the affected - the severity and extent, take urgent measures to save life and knows the correct procedure for calling the ambulance service)
2. Positioning and displacement. (the student is familiarized with the basic positions in providing first aid and possible methods of removal, so that the health of the affected person does not further endanger)
3. First aid for life-threatening conditions (respiratory arrest, circulatory arrest) (the student will be able to recognize the signs of respiratory arrest and circulatory arrest and subsequently provide cardiopulmonary resuscitation in both adults and children in the correct way).
4. First aid for serious injuries (bleeding, burns, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices). (the student is able to recognise the risks to health in different degrees of bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices, to administer appropriate basic first aid in relation to the extent of the injury and consequently to recognise the signs of shock and to provide the correct anti-shock measures)
5. First aid for minor injuries (the student can recognise minor injuries and provide appropriate first aid)

**Recommended literature:**
Recommended reading:
DOBIÁŠ, V. (2017). 5P. Bratislava: Dixit, 302 s., ISBN 978-80-89662-24-1
Krajina záchranárov. Prvá pomoc. Online: www.prvapomoc.sk
ŠANTA, M. a kol. (2006). Prvá pomoc. Martin: Osveta, 179 s., ISBN 80-8063-207-3

**Languages necessary to complete the course:**
slovak language

**Notes:**

| **Past grade distribution**<br>Total number of evaluated students: 361 | | | | | | |
|---|---|---|---|---|---|---|
| A | ABS | B | C | D | E | FX |
| 67,04 | 0,0 | 10,8 | 7,76 | 4,99 | 4,71 | 4,71 |
| **Lecturers:** Mgr. Mária Fuchsová, PhD. | | | | | | |
| **Last change:** 09.11.2022 | | | | | | |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. | | | | | | |

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde029/22 | **Course title:**<br>Basics of the first aid |
| **Educational activities:**<br>**Type of activities:** practicals<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 2 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment:
(a) a continuous written assessment with a maximum of 80 points aimed at testing knowledge and understanding of general first aid principles as well as basic first aid principles for life-threatening conditions (cessation of breathing, blood circulation), serious injuries (bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices) and minor injuries
(b) by developing an activity on the chosen first aid topic in the form of a simulation of the health problem mentioned above as well as an active performance of a drill on the basic principles of first aid with a maximum of 20 points.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm and fails to prepare for the activity. A minimum score of 60% is required to pass the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student has excellent knowledge of theoretical knowledge of medical procedures in cases of health threat, can simulate a case of health threat based on the theoretical knowledge and solve the situation when providing first aid in practice
B (90-81%, very good - above average standard), excellent performance, the student knows the theoretical knowledge of medical procedures in cases of health threat very well, can simulate a case of health threat only partially on the basis of the theoretical knowledge, but can deal with the situation when providing first aid in practice
C (80-73%, good - normal reliable work), good performance, although the student has a good knowledge of theoretical knowledge of medical procedures in cases of health hazards, but cannot simulate a case of a health hazard on their basis, but can partially solve the situation when providing first aid in practice

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student partially knows the theoretical knowledge of health procedures in cases of health threats, but is unable to simulate a case of a health threat and is only partially able to apply the theory to practice
E (65-60%, sufficient - results meet the minimum criteria), satisfactory performance, the student has only minimal knowledge of the theoretical knowledge of health procedures in cases of health threats, is unable to simulate a case of a health threat and is able to apply the theory to practice only partially
Fx (59-0%, insufficient - extra work required), insufficient performance, student does not have sufficient knowledge of basic health procedures in health emergencies, nor is he/she able to simulate a health emergency and apply the theory to practice
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning objectives and outcomes and transferable competences:
The aim of the course is to teach students the basics of first aid, cardiopulmonary resuscitation, as well as the management of serious medical conditions. Upon completion of the course, the student will gain theoretical knowledge of medical procedures in cases of health threats to children and adolescents. At the same time, the student will strengthen his/her communication and organizational skills in dealing with serious health emergencies through simulated situations.

**Class syllabus:**
Brief outline of the course:
1. General principles of first aid (the student acquires basic knowledge and knowledge of the general principles of first aid, can recognize basic first aid from rapid medical and technical assistance, can assess the situation without endangering his/her own life, assess the health condition of the affected - the severity and extent, take urgent measures to save life and knows the correct procedure for calling the ambulance service)
2. Positioning and displacement. (the student is familiarized with the basic positions in providing first aid and possible methods of removal, so that the health of the affected person does not further endanger)
3. First aid for life-threatening conditions (respiratory arrest, circulatory arrest) (the student will be able to recognize the signs of respiratory arrest and circulatory arrest and subsequently provide cardiopulmonary resuscitation in both adults and children in the correct way).
4. First aid for serious injuries (bleeding, burns, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices). (the student is able to recognise the risks to health in different degrees of bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices, to administer appropriate basic first aid in relation to the extent of the injury and consequently to recognise the signs of shock and to provide the correct anti-shock measures)
5. First aid for minor injuries (the student can recognise minor injuries and provide appropriate first aid)

**Recommended literature:**
Recommended reading:
DOBIÁŠ, V. (2017). 5P. Bratislava: Dixit, 302 s., ISBN 978-80-89662-24-1
Krajina záchranárov. Prvá pomoc. Online: www.prvapomoc.sk
ŠANTA, M. a kol. (2006). Prvá pomoc. Martin: Osveta, 179 s., ISBN 80-8063-207-3

**Languages necessary to complete the course:**
slovak language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 361

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 67,04 | 0,0 | 10,8 | 7,76 | 4,99 | 4,71 | 4,71 |

**Lecturers:** Mgr. Mária Fuchsová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KP/B-VUZde043/24 | **Course title:**<br>COMENIUS – Practice in a Choir I. |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Type, volume, methods and workload of the student - additional information**<br>Organizational Form:<br>2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person).<br>Student Workload:<br>11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work<br>Teaching Methods:<br>A combination of monological methods (instruction) and practical methods. | |
| **Number of credits:** 2 | |
| **Recommended semester:** 2., 4. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Participation in the course requires the successful completion of an entrance exam, which assesses the student's intonation and rhythmic abilities. This assessment is conducted by the choir conductor. The evaluation criteria are based on continuous and final practical collective/individual performance.<br>The evaluation of the continuous practical performance includes fulfilling partial tasks within specific voice groups and participation in internal, public, or other concert performances. The final practical performance consists of a collective presentation of selected repertoire studied during the course.<br>Grading Scale:<br>• A (100–91%, excellent – outstanding results)<br>• B (90–81%, very good – above-average standard)<br>• C (80–73%, good – consistent, reliable work)<br>• D (72–66%, satisfactory – acceptable results)<br>• E (65–60%, sufficient – meets minimum criteria)<br>• FX (59–0%, insufficient – requires additional work) | |
| **Learning outcomes:**<br>The aim of the course is to develop and enhance collective vocal expression within the framework of a choir ensemble. The student acquires the principles of choral singing technique and harmonic- | |

rhythmic awareness. They develop skills in teamwork and communication. Additionally, the student gains stage experience and represents the university at domestic and international events.

**Class syllabus:**
The course focuses on exploring choral works from various stylistic periods, gaining practical experience in their interpretation, and applying these methods in practice.

**Recommended literature:**
Required Literature:
Sheet music/choral pieces as determined by the conductor.
Recommended Literature:
FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.
KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedgogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
Proceedings from international symposia CANTUS CHORALIS.
Recordings of choral compositions from various stylistic periods and different choral ensembles.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 34

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 97,06 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 2,94 |

**Lecturers:** doc. Monika Bažíková, ArtD., Mgr. art. Stanislava Maggioni, ArtD.

**Last change:** 24.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde043/24 | COMENIUS – Practice in a Choir I. |

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

**Type, volume, methods and workload of the student - additional information**
Organizational Form:
2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person).
Student Workload:
11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work
Teaching Methods:
A combination of monological methods (instruction) and practical methods.

**Number of credits:** 2

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Participation in the course requires the successful completion of an entrance exam, which assesses the student's intonation and rhythmic abilities. This assessment is conducted by the choir conductor. The evaluation criteria are based on continuous and final practical collective/individual performance.
The evaluation of the continuous practical performance includes fulfilling partial tasks within specific voice groups and participation in internal, public, or other concert performances. The final practical performance consists of a collective presentation of selected repertoire studied during the course.
Grading Scale:
• A (100–91%, excellent – outstanding results)
• B (90–81%, very good – above-average standard)
• C (80–73%, good – consistent, reliable work)
• D (72–66%, satisfactory – acceptable results)
• E (65–60%, sufficient – meets minimum criteria)
• FX (59–0%, insufficient – requires additional work)

**Learning outcomes:**
The aim of the course is to develop and enhance collective vocal expression within the framework of a choir ensemble. The student acquires the principles of choral singing technique and harmonic-

rhythmic awareness. They develop skills in teamwork and communication. Additionally, the student gains stage experience and represents the university at domestic and international events.

**Class syllabus:**
The course focuses on exploring choral works from various stylistic periods, gaining practical experience in their interpretation, and applying these methods in practice.

**Recommended literature:**
Required Literature:
Sheet music/choral pieces as determined by the conductor.
Recommended Literature:
FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.
KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedgogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
Proceedings from international symposia CANTUS CHORALIS.
Recordings of choral compositions from various stylistic periods and different choral ensembles.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 34

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 97,06 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 2,94 |

**Lecturers:** doc. Monika Bažíková, ArtD., Mgr. art. Stanislava Maggioni, ArtD.

**Last change:** 24.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde044/24 | COMENIUS – Practice in a Choir II. |

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

**Type, volume, methods and workload of the student - additional information**
Organizational Form:
2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person).
Student Workload:
11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work
Teaching Methods:
A combination of monological methods (instruction) and practical methods.

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course Completion Requirements:
The evaluation criteria are based on the continuous and final practical collective performance. The assessment of the continuous practical performance includes completing partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied.
Grading Scale:
• A (100–91%, excellent – outstanding results)
• B (90–81%, very good – above-average standard)
• C (80–73%, good – consistent, reliable work)
• D (72–66%, satisfactory – acceptable results)
• E (65–60%, sufficient – meets minimum criteria)
• FX (59–0%, insufficient – requires additional work)

**Learning outcomes:**
The student develops a sense of cultivated singing, with appropriate expression and performance.
The student enhances their musicality and applies acquired knowledge in vocal activities while working with musical material in choral ensembles.
The student gains an understanding of concert dramaturgy.

**Class syllabus:**

The course focuses on exploring choral works from various stylistic periods, gaining practical experience in their interpretation, and applying these methods in practice.

**Recommended literature:**

Required Literature:
Sheet music as determined by the conductor.
Recommended Literature:
FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.
KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedgogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
Proceedings from international symposia CANTUS CHORALIS.
Recordings of choral compositions from various stylistic periods and different choral ensembles.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 10

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

**Lecturers:** doc. Monika Bažíková, ArtD., Mgr. art. Stanislava Maggioni, ArtD.

**Last change:** 24.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde044/24 | COMENIUS – Practice in a Choir II. |

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

**Type, volume, methods and workload of the student - additional information**
Organizational Form:
2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person).
Student Workload:
11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work
Teaching Methods:
A combination of monological methods (instruction) and practical methods.

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course Completion Requirements:
The evaluation criteria are based on the continuous and final practical collective performance. The assessment of the continuous practical performance includes completing partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied.
Grading Scale:
• A (100–91%, excellent – outstanding results)
• B (90–81%, very good – above-average standard)
• C (80–73%, good – consistent, reliable work)
• D (72–66%, satisfactory – acceptable results)
• E (65–60%, sufficient – meets minimum criteria)
• FX (59–0%, insufficient – requires additional work)

**Learning outcomes:**
The student develops a sense of cultivated singing, with appropriate expression and performance.
The student enhances their musicality and applies acquired knowledge in vocal activities while working with musical material in choral ensembles.
The student gains an understanding of concert dramaturgy.

**Class syllabus:**

The course focuses on exploring choral works from various stylistic periods, gaining practical experience in their interpretation, and applying these methods in practice.

**Recommended literature:**

Required Literature:
Sheet music as determined by the conductor.
Recommended Literature:
FUCHS, J. Sólový zpěv a#jeho vztah ke zpěvu sborovému.
KANIŠÁKOVÁ, T. Zborový spev ako formujúci prostriedok vo výchove. In: Acta paedgogicae. Prešov: PdF PU, 2002. ISBN 80-8068-076-0.
Proceedings from international symposia CANTUS CHORALIS.
Recordings of choral compositions from various stylistic periods and different choral ensembles.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 10

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

**Lecturers:** doc. Monika Bažíková, ArtD., Mgr. art. Stanislava Maggioni, ArtD.

**Last change:** 24.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde031/22 | **Course title:**<br>Child biological development and school hygiene |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 1., 3., 5. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed by assessment (100% of the interim assessment).

The subject is finished:

(a) a continuous written assessment with a maximum score of 80 points aimed at reviewing knowledge and knowledge of the child's developmental characteristics and the factors that affect the child's biological physiological development and which may be the causes of pathological growth and at the same time the consequences of a lower level of the child's ability to cope with the educational process of school education; reviewing the knowledge and use of methods that assess and diagnose physiologically healthy , resp. pathological biological growth and development of the child and, ultimately, on the issue of prevention and protection of the child's health in all its components of the bio-psycho-social nature of the child's development

b) by developing protocols for the assessment and diagnosis of biological development with a maximum score of 20 points as a form of the ability to apply theoretical knowledge about physiologically healthy or pathological biological development of the child to pedagogical practice

A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E.

Credit will not be awarded to a student who scores less than 40 points on the written midterm review and fails to complete a protocol for assessing and diagnosing the child's biological development. A minimum score of 60% is required to pass the course.

The rating is awarded on a scale:

A (100-91%, proficient - outstanding), excellent performance, the student has an excellent command of the knowledge of physiologically healthy biological development of the child and has an excellent understanding of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critically assesses the adequacy of the demands of the educational process on the physical and psychological performance of the child, the student can apply the methods of assessment and

diagnosis of biological development on practical examples and can apply them in the education and training of children
B (90-81%, very good - above average standard), excellent performance, the student has a very good command of the knowledge of the physiologically healthy biological development of the child, knows very well which of the environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is borderline, but the student can apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children
C (80-73%, good - normal reliable work), good performance, although the student has a good command of the knowledge of the physiologically healthy biological development of the child, he/she knows well which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the area of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is absent, but can partially apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children
D (72-66%, Satisfactory-Acceptable performance), Satisfactory performance, the student partially knows the knowledge of physiologically healthy biological development of the child and partially knows which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent but he/she is able to apply the methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education of children only partially
E (65-60%, satisfactory - results meet minimum criteria), satisfactory performance, the student has only minimal knowledge of the physiologically healthy biological development of the child, and similarly minimal knowledge of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent, and is able to apply methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education and training of children only partially
Fx (59-0%, insufficient - extra work required), inadequate performance, student does not sufficiently master the basic knowledge of physiologically healthy biological development of the child, at the same time does not sufficiently know which of the environmental factors are the causes of the emergence of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, is neither able to critically evaluate the adequacy of the demands of the educational process on the child's physical and psychological performance, nor is he or she able to apply methods of assessing and diagnosing biological development in the form of practical examples and apply them in the education and training of children

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
Upon completion of the course, students should have knowledge and understanding of the biological laws of growth and development and the factors that determine them. They will acquire knowledge of the bio-psycho-social integration of the human organism. Understand the spatio-temporal sequence and interdependence of changes in the structure and function of the human organism.

They will become familiar with critical developmental periods and risk factors interfering with physiological growth and development. They will understand the principles of regulation and adaptation of the organism in the context of environmental influences. At the same time, students will strengthen their mathematical skills and analytical abilities in the development of protocols for the assessment of child biological development. Ultimately, the course will provide students with the ability to evaluate the appropriateness of the demands of the educational process on a child's physical and psychological performance in relation to the child's level of biological maturation

**Class syllabus:**

Brief outline of the course:

1.Defining ontogeny. Progressive and regressive changes with age. Biological explanation of the concepts of growth and development. The laws of growth and development. Typical and atypical growth and development. (The student can distinguish between physiologically healthy and pathological biological development of a child for the purpose of applying knowledge in the education of children, in the form of effective collaboration with special educators, psychologists, and other practitioners)

2.Factors determining growth and development: genetic, neurohormonal, environmental factors. Genetic factors: heredity, mutations - gene, chromosomal aberrations. Mutagens and teratogens. Mutations. Chromosomal aberrations. (The student knows and understands the endogenous endogenous environmental factors that determine the hereditary predisposition of the child to cope with the demands of the educational process on the psychological and physical load of the organism)

3.Environmental factors. Definition of environment, external, internal environment. Neurohormonal regulation. Importance of neural and hormonal regulation as a mechanism of biological adaptation. Determination of growth and developmental processes by environmental factors. Nutrition. Maternal factors. Climatic and geographical factors. Socio-economic level. Morbidity. (The student knows which of the factors act on the biological development of the child and which may be the consequences of the child's lower ability to cope with the educational process of the student's schooling)

4.Ontogenetic development. The division of ontogeny: the biological definition of the different periods. Prenatal, perinatal, postnatal periods. Prenatal period -formation and development of the embryo (gestation), importance of the placenta. Environmental risk factors threatening prenatal development. Perinatal period. Childbirth, newborn at risk. Postnatal period- characteristics of the neonatal, infant, toddler, preschool, junior and senior school age periods in terms of somatic changes (growth, motor development) and risks of developmental disruption. Brief overview of anatomy and physiology of organ systems. (the student distinguishes the age-specific characteristics of the individual systems in the different periods of ontogenesis and is able to use and apply these characteristics in the practice of school education)

5.Methods of assessment of physical growth and development, determination of biological maturity. Adequacy of the demands of the educational process on the child's physical and psychological performance - Biological rhythms. Dynamic stereotype. Fatigue and resumption of work activity. (The student can diagnose the level of development of children of preschool and younger school age, critically evaluate the adequacy of the demands of the educational process on the physical and psychological performance of the child and on the basis of the diagnosis to design and implement an appropriate intervention)

6.Pathologically altered growth and development. Prevention of disorders of somatic development - primary, secondary, tertiary. (the student knows how to prevent pathologically altered growth and development in its beginnings, and knows the basics of prevention and protection of the child's health in all components of the bio-psycho-social nature of the child's development)

7. Principles of the organisation of teaching in terms of physical and mental hygiene. Hygiene of the school environment and conditions for educational activities of pupils. (the student knows the

basic principles of the organisation of teaching and the correct hygiene of the school environment in terms of the physical and mental hygiene of the pupil)

**Recommended literature:**

Recommended reading:

FUCHSOVÁ, M. (2020). Somatický vývin dieťaťa a jeho poruchy s využitím vzdelávacích moderných technológií. Bratislava: Univerzita Komenského v Bratislave, 145 s. ISBN 978-80-223-4812-6 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Fuchsova_def..pdf

DROBNÝ, I., DROBNÁ, M. (2000). Biológia dieťaťa pre špeciálnych pedagógov II. Bratislava: Pedagogická fakulta UK, 152 s. ISBN 80-223-1962-7

MACHOVÁ, J. Biologie člověka pro učitele. Praha: Karolinum, 2008, 269 s. ISBN 80-7184-867-0

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 6

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 16,67 | 0,0 | 16,67 | 50,0 | 16,67 | 0,0 | 0,0 |

**Lecturers:** Mgr. Mária Fuchsová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde031/22 | Child biological development and school hygiene |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The subject is finished:
(a) a continuous written assessment with a maximum score of 80 points aimed at reviewing knowledge and knowledge of the child's developmental characteristics and the factors that affect the child's biological physiological development and which may be the causes of pathological growth and at the same time the consequences of a lower level of the child's ability to cope with the educational process of school education; reviewing the knowledge and use of methods that assess and diagnose physiologically healthy , resp. pathological biological growth and development of the child and, ultimately, on the issue of prevention and protection of the child's health in all its components of the bio-psycho-social nature of the child's development
b) by developing protocols for the assessment and diagnosis of biological development with a maximum score of 20 points as a form of the ability to apply theoretical knowledge about physiologically healthy or pathological biological development of the child to pedagogical practice
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E.
Credit will not be awarded to a student who scores less than 40 points on the written midterm review and fails to complete a protocol for assessing and diagnosing the child's biological development. A minimum score of 60% is required to pass the course.
The rating is awarded on a scale:
A (100-91%, proficient - outstanding), excellent performance, the student has an excellent command of the knowledge of physiologically healthy biological development of the child and has an excellent understanding of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critically assesses the adequacy of the demands of the educational process on the physical and psychological performance of the child, the student can apply the methods of assessment and

diagnosis of biological development on practical examples and can apply them in the education and training of children
B (90-81%, very good - above average standard), excellent performance, the student has a very good command of the knowledge of the physiologically healthy biological development of the child, knows very well which of the environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is borderline, but the student can apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children
C (80-73%, good - normal reliable work), good performance, although the student has a good command of the knowledge of the physiologically healthy biological development of the child, he/she knows well which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, but critical thinking in the area of evaluation of the adequacy of the demands of the educational process on the physical and psychological performance of the child is absent, but can partially apply the methods of evaluation and diagnosis of biological development on practical examples and can apply them in the education and training of children
D (72-66%, Satisfactory-Acceptable performance), Satisfactory performance, the student partially knows the knowledge of physiologically healthy biological development of the child and partially knows which environmental factors are the causes of the development of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent but he/she is able to apply the methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education of children only partially
E (65-60%, satisfactory - results meet minimum criteria), satisfactory performance, the student has only minimal knowledge of the physiologically healthy biological development of the child, and similarly minimal knowledge of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critical thinking in the field of evaluation of the adequacy of the demands of the educational process on the child's physical and psychological performance is absent, and is able to apply methods of evaluation and diagnosis of biological development in the form of practical examples and apply them in the education and training of children only partially
Fx (59-0%, insufficient - extra work required), inadequate performance, student does not sufficiently master the basic knowledge of physiologically healthy biological development of the child, at the same time does not sufficiently know which of the environmental factors are the causes of the emergence of pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, is neither able to critically evaluate the adequacy of the demands of the educational process on the child's physical and psychological performance, nor is he or she able to apply methods of assessing and diagnosing biological development in the form of practical examples and apply them in the education and training of children

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
Upon completion of the course, students should have knowledge and understanding of the biological laws of growth and development and the factors that determine them. They will acquire knowledge of the bio-psycho-social integration of the human organism. Understand the spatio-temporal sequence and interdependence of changes in the structure and function of the human organism.

They will become familiar with critical developmental periods and risk factors interfering with physiological growth and development. They will understand the principles of regulation and adaptation of the organism in the context of environmental influences. At the same time, students will strengthen their mathematical skills and analytical abilities in the development of protocols for the assessment of child biological development. Ultimately, the course will provide students with the ability to evaluate the appropriateness of the demands of the educational process on a child's physical and psychological performance in relation to the child's level of biological maturation

**Class syllabus:**

Brief outline of the course:

1.Defining ontogeny. Progressive and regressive changes with age. Biological explanation of the concepts of growth and development. The laws of growth and development. Typical and atypical growth and development. (The student can distinguish between physiologically healthy and pathological biological development of a child for the purpose of applying knowledge in the education of children, in the form of effective collaboration with special educators, psychologists, and other practitioners)

2.Factors determining growth and development: genetic, neurohormonal, environmental factors. Genetic factors: heredity, mutations - gene, chromosomal aberrations. Mutagens and teratogens. Mutations. Chromosomal aberrations. (The student knows and understands the endogenous endogenous environmental factors that determine the hereditary predisposition of the child to cope with the demands of the educational process on the psychological and physical load of the organism)

3.Environmental factors. Definition of environment, external, internal environment. Neurohormonal regulation. Importance of neural and hormonal regulation as a mechanism of biological adaptation. Determination of growth and developmental processes by environmental factors. Nutrition. Maternal factors. Climatic and geographical factors. Socio-economic level. Morbidity. (The student knows which of the factors act on the biological development of the child and which may be the consequences of the child's lower ability to cope with the educational process of the student's schooling)

4.Ontogenetic development. The division of ontogeny: the biological definition of the different periods. Prenatal, perinatal, postnatal periods. Prenatal period -formation and development of the embryo (gestation), importance of the placenta. Environmental risk factors threatening prenatal development. Perinatal period. Childbirth, newborn at risk. Postnatal period- characteristics of the neonatal, infant, toddler, preschool, junior and senior school age periods in terms of somatic changes (growth, motor development) and risks of developmental disruption. Brief overview of anatomy and physiology of organ systems. (the student distinguishes the age-specific characteristics of the individual systems in the different periods of ontogenesis and is able to use and apply these characteristics in the practice of school education)

5.Methods of assessment of physical growth and development, determination of biological maturity. Adequacy of the demands of the educational process on the child's physical and psychological performance - Biological rhythms. Dynamic stereotype. Fatigue and resumption of work activity. (The student can diagnose the level of development of children of preschool and younger school age, critically evaluate the adequacy of the demands of the educational process on the physical and psychological performance of the child and on the basis of the diagnosis to design and implement an appropriate intervention)

6.Pathologically altered growth and development. Prevention of disorders of somatic development - primary, secondary, tertiary. (the student knows how to prevent pathologically altered growth and development in its beginnings, and knows the basics of prevention and protection of the child's health in all components of the bio-psycho-social nature of the child's development)

7. Principles of the organisation of teaching in terms of physical and mental hygiene. Hygiene of the school environment and conditions for educational activities of pupils. (the student knows the

basic principles of the organisation of teaching and the correct hygiene of the school environment in terms of the physical and mental hygiene of the pupil)

**Recommended literature:**

Recommended reading:

FUCHSOVÁ, M. (2020). Somatický vývin dieťaťa a jeho poruchy s využitím vzdelávacích moderných technológií. Bratislava: Univerzita Komenského v Bratislave, 145 s. ISBN 978-80-223-4812-6 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Fuchsova_def..pdf

DROBNÝ, I., DROBNÁ, M. (2000). Biológia dieťaťa pre špeciálnych pedagógov II. Bratislava: Pedagogická fakulta UK, 152 s. ISBN 80-223-1962-7

MACHOVÁ, J. Biologie člověka pro učitele. Praha: Karolinum, 2008, 269 s. ISBN 80-7184-867-0

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 6

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 16,67 | 0,0 | 16,67 | 50,0 | 16,67 | 0,0 | 0,0 |

**Lecturers:** Mgr. Mária Fuchsová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde023/22 | Communication in German language for specific purposes |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendence).
Student workload: 11 x 2 hours of direct instruction = 22 hours; 10 hours of preparation for direct instruction 18 hours of preparation for seminar work. 50 hours of student work in total.
Teaching methods: expository (description of the characteristics of the professional language, fixation (practice of vocabulary and grammatical phenomena occurring in the professional language), diagnostic and classification, etc.

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements
test (100/0)
The grade is awarded on a scale:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: precise wording, excellent knowledge of the current state of research on technical language, consideration of the scientific context, clear and logical argumentation, nuanced language, correct use of technical terms, well-read style, minimal grammatical, orthographic and stylistic errors, consideration of a large body of literature, formally correct editing (adherence to citation standards, etc.).
Very good: solid treatment of the topic of the seminar paper, very good knowledge of the scientific context of professional communication, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing

Good: reasonably good treatment of the topic but superficial connection with the current state of the research problem, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.)
Satisfactory: superficial knowledge of the scientific context of professional communication, imprecise presentation of arguments taken from secondary literature, largely correct use of professional terms, several grammatical, orthographic, stylistic errors.
Adequate: sufficient treatment of the topic in the field of professional language, minimal knowledge of the scientific context, a large number of orthographic, stylistic errors.
Insufficient results: insufficient treatment of the topic, no knowledge of the scientific context, poor or no reasoning, large number of orthographic, stylistic errors.
Scale of assessment (preliminary/final): assessment (seminar paper - 100/0)

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to become familiar with the structure and types of professional texts, their grammar and vocabulary.
Learning outcomes: the graduate of the course knows the term as a basic building unit of professional written and oral expression. On the basis of the analysis of selected textual examples, the student will be able to characterise the morphological, syntactic, lexical and stylistic specifics of professional texts (e.g. in the field of technology, economics, law and natural sciences). The graduate will acquire the following transferable competences: analytical skills based on the analysis of concrete linguistic material (professional texts), creativity and the ability to think abstractly and critically in the production of a seminar paper. The graduate knows the specific principles of the creation of professional texts and their linguistic specificities skills, applies the acquired knowledge in the creation of the seminar work in the integration of the acquired theoretical knowledge into the conception and implementation of small-scale research, which is part of the seminar work, in the field of competences reaches a relatively high level in professional expression and competence in the implementation of linguistic research of professional texts.

**Class syllabus:**

Course outcomes of subject (content):
term structure, processes of terminologization, characteristics of a professional text. Specifics of a professional text. Horizontal and vertical division of professional language, characteristics of professional language, work with professional literature on the example of texts from several areas of social and natural sciences (e.g. electrical engineering, physics, mathematics, economics, law, chemistry, biology, medicine, etc. The graduate is familiar with linguistic tendencies in professional expression and is equipped with extensive knowledge and the ability to communicate fluently in German at an appropriate professional level, i.e. the content of this course contributes in this way to the graduate's profile.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
ROELCKE, T. 2010. Fachsprachen. Berlin: 2010. 269 s. ISBN-13: 978-3503122219
Recommended readings:
GERGEL, P. 2021. Vermögensdelikte in der Übersetzung. Nümbrecht: Kirsch-Verlag, 2021. 151 s. ISBN 978-3-943906-56-1
MICHŇOVÁ, E. 2006. Business Deutsch. Praha: Grada, 2006. 112 s. ISBN 80-247-1643-7
MICHŇOVÁ, E.: Deutsch im Beruf. Praha: Grada, 2008. 128 s. ISBN 978-80-247-2408-9

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 53

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 32,08 | 0,0 | 30,19 | 15,09 | 5,66 | 15,09 | 1,89 |

**Lecturers:** PaedDr. Peter Gergel, PhD.

**Last change:** 06.02.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde005/22 | Communication in education |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. This is a prepared micro-performance (alone or in pairs).
Semester work for interim assessment 1: consists of a creative assignment for 40b (20+20). This includes preparation of an oral micro-presentation for 10-15 minutes and feedback (20b) and preparation of a visual presentation in a graphics program (20b).
Intermediate assessment 2: consists of a review of the knowledge acquired, i.e. a test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
For a grade of D at least 66 points. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning objectives and outcomes:
By completing the Communication in education course, the student should:
- Be able to compare student-centered and teacher-centered approaches in communication,
- be able to justify the choice and appropriateness of the communication approaches used in teaching,
- be able to create a presentation with high quality content and visually interesting,
- be able to apply theoretical knowledge in the creation of oral micro output,
- be able to present a micro performance in front of a group and be able to give or receive feedback,
- be able to argue correctly and be able to make a factually correct argument,
- understand the importance of selection and analysis of information and information sources,
- know methods for Developing of critical thinking,
- acquire presentation and communication skills and be able to apply them in practical tasks.

Transferable competences: the student strengthens soft skills such as communication skills through creative tasks in the course, furthermore analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and through their application in discussion, strengthens interpersonal skills within the group - activation and taking initiative and responsibility.

**Class syllabus:**
Brief outline of the course:
The aim of the course is the practical use of theoretical knowledge about effective communication in the educational process through training and micro-performances. The course is designed to prepare students for the future teaching profession in the field of critical and independent thinking, communication and rhetorical skills, collaboration, creative activity, self-assessment, feedback, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will use their own potential and develop the inter and intra personal aspects of their own personality.
Topics:
Communication in education in theory - definition of communication, types of communication, information theory and its components. Communication in education - its functions, levels, basic rules, organizational forms. Interaction styles of the teacher. Extralinguistic means of communication, paralinguistic aspects of speech. Verbal communication - monologue, dialogue,

conversation, questioning, argumentation. Organizational forms and space in communication. Types of teaching according to the number of participants. Classroom layout.
Communication in education in practice - teachers' inappropriate approaches in Communication in education. Appropriate communication approaches and strategies in teacher work - learner centred approach, humanism, non-directivity. Presentation - structure and arrangement of speech/speech/ lecture. Selection and appropriateness of information within an oral presentation. Analysis of speakers. Visualisation and arousal of interest. Organisation of time. Argumentation - composition of argument, types of argument. Logic and errors in argumentation. Types of interviews. Debate - how to conduct a conversation, the structure of a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection, giving and receiving criticism. Critical thinking and methods to develop critical thinking.

**Recommended literature:**

Compulsory reading:
GAVORA, P. (2007). Učiteľ a žiaci v komunikácii. Bratislava: UK.. 197s. ISBN 978-80-223-2327-7
Recommended reading:
JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení. 45-56s. ISBN 978-80-87952-29-0
JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava: Univerzita Komenského v Bratislave. 37-45s. ISBN 978-80-223-4847-8
KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave. 143-160s. ISBN 978-80-223-4661-0
ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing. 200s. ISBN 978-80-247-2283-2
KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6
ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

**Past grade distribution**
Total number of evaluated students: 1594

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 49,81 | 0,0 | 24,28 | 12,61 | 4,89 | 2,95 | 5,46 |

**Lecturers:** prof. PaedDr. Ján Danek, CSc.

**Last change:** 11.08.2023

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde005/22 | Communication in education |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. This is a prepared micro-performance (alone or in pairs).
Semester work for interim assessment 1: consists of a creative assignment for 40b (20+20). This includes preparation of an oral micro-presentation for 10-15 minutes and feedback (20b) and preparation of a visual presentation in a graphics program (20b).
Intermediate assessment 2: consists of a review of the knowledge acquired, i.e. a test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
For a grade of D at least 66 points. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning objectives and outcomes:
By completing the Communication in education course, the student should:
- Be able to compare student-centered and teacher-centered approaches in communication,
- be able to justify the choice and appropriateness of the communication approaches used in teaching,
- be able to create a presentation with high quality content and visually interesting,
- be able to apply theoretical knowledge in the creation of oral micro output,
- be able to present a micro performance in front of a group and be able to give or receive feedback,
- be able to argue correctly and be able to make a factually correct argument,
- understand the importance of selection and analysis of information and information sources,
- know methods for Developing of critical thinking,
- acquire presentation and communication skills and be able to apply them in practical tasks.

Transferable competences: the student strengthens soft skills such as communication skills through creative tasks in the course, furthermore analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and through their application in discussion, strengthens interpersonal skills within the group - activation and taking initiative and responsibility.

**Class syllabus:**
Brief outline of the course:
The aim of the course is the practical use of theoretical knowledge about effective communication in the educational process through training and micro-performances. The course is designed to prepare students for the future teaching profession in the field of critical and independent thinking, communication and rhetorical skills, collaboration, creative activity, self-assessment, feedback, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will use their own potential and develop the inter and intra personal aspects of their own personality.
Topics:
Communication in education in theory - definition of communication, types of communication, information theory and its components. Communication in education - its functions, levels, basic rules, organizational forms. Interaction styles of the teacher. Extralinguistic means of communication, paralinguistic aspects of speech. Verbal communication - monologue, dialogue,

conversation, questioning, argumentation. Organizational forms and space in communication. Types of teaching according to the number of participants. Classroom layout.
Communication in education in practice - teachers' inappropriate approaches in Communication in education. Appropriate communication approaches and strategies in teacher work - learner centred approach, humanism, non-directivity. Presentation - structure and arrangement of speech/speech/ lecture. Selection and appropriateness of information within an oral presentation. Analysis of speakers. Visualisation and arousal of interest. Organisation of time. Argumentation - composition of argument, types of argument. Logic and errors in argumentation. Types of interviews. Debate - how to conduct a conversation, the structure of a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection, giving and receiving criticism. Critical thinking and methods to develop critical thinking.

**Recommended literature:**

Compulsory reading:
GAVORA, P. (2007). Učiteľ a žiaci v komunikácii. Bratislava: UK.. 197s. ISBN 978-80-223-2327-7
Recommended reading:
JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení. 45-56s. ISBN 978-80-87952-29-0
JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava: Univerzita Komenského v Bratislave. 37-45s. ISBN 978-80-223-4847-8
KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave. 143-160s. ISBN 978-80-223-4661-0
ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing. 200s. ISBN 978-80-247-2283-2
KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6
ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

**Past grade distribution**
Total number of evaluated students: 1594

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 49,81 | 0,0 | 24,28 | 12,61 | 4,89 | 2,95 | 5,46 |

**Lecturers:** Mgr. Barbora Jaslovská, PhD.

**Last change:** 11.08.2023

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde025/15 | Constructivism in education |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 37

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 86,49 | 0,0 | 2,7 | 5,41 | 2,7 | 0,0 | 2,7 |

**Lecturers:** prof. PaedDr. Dušan Kostrub, PhD.

**Last change:** 03.09.2016

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde025/15 | Constructivism in education |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 37

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 86,49 | 0,0 | 2,7 | 5,41 | 2,7 | 0,0 | 2,7 |

**Lecturers:** prof. PaedDr. Dušan Kostrub, PhD.

**Last change:** 03.09.2016

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde043/22 | Creative Drama Workshop in Italian Language |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 28 hours of continuous home preparation for teaching, sub-tasking.
Teaching methods: working with foreign-language text, critical analysis of texts, problem solving tasks, discussion, dramatization of texts

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation and work in the classroom 50 % and home preparation 50 %.
The student will be evaluated on the basis of 100% of the ongoing tasks assigned during the semester.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)
In order to obtain an A rating, precise preparation and implementation of the specified tasks is required, as well as active assistance to the group in making joint progress.
In order to obtain a B rating, precise preparation and execution of the tasks assigned with occasional hesitation is required, as well as active assistance to the group in making joint progress.
The C rating will be awarded to students with the average preparation and execution of the specified tasks respectively. The average rate of assistance to the group in moving forward.
Evaluation D shall be awarded for sufficient preparation and implementation of the tasks assigned to prevent the Group from advancing its joint work.
Evaluations of E shall be awarded for the preparation and implementation of the tasks assigned at border level, but which does not prevent the Group from progressing in joint work.

Fx ratings will be awarded for insufficient preparation and implementation of the tasks assigned to prevent the group from advancing its joint work.

**Learning outcomes:**
The aim of the course is to develop the creativity of students and to get acquainted with the possibilities of using dramatization as a didactic means.
Educational outcomes:
The student gains active experience of practicing language skills, acquires knowledge about ways of developing language competences through creative playwright activities. He/she is able to carry out independently and in the group analysis of dramatic text and actively participate in the joint creative activity under the guidance of the educator.

**Class syllabus:**
Project creative drama workshop. Exercises led by an educator aimed at the complex development of language competences through applied creative playwrights in the Italian language.

**Recommended literature:**
BEKÉNYOVÁ, Ľ. 2012. Tvorivá dramatika v edukačnom procese. Bratislava: Metodickopedagogické centrum. ISBN 9788080524043.
JANÁKOVÁ, L. 1996. Tvorivá dramatika ako prostriedok motivácie. Banská Bystrica: Univerzita Mateja Bela. ISBN 9878088825791.
KOŤÁTKOVÁ, S. 1998. Vybrané kapitoly z dramatické výchovy. Praha: Karolinum. ISBN 8071847569.
MALOVECKÝ, M. – MEDVECZKÁ, M. 2019. Calderónov Stály kráľovič – medzi originálom a prekladom. In: Philologia. Roč. 29, č. 1-2 (2019), s. 139-150 ISSN 1339-2026.
DOMOKOS, Gy. 2018. Presenza del teatro italiano, spagnolo e francese nel Regno d'Ungheria. In: Romanistica Comeniana (2585-8483 ): 2018/1-2, pp 85-98 Paper 5. ISSN 2585-8483.

**Languages necessary to complete the course:**
Slovak 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:** prof. György Domokos, PhD., doc. Tivadar Palágyi, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde043/22 | Creative Drama Workshop in Italian Language |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 28 hours of continuous home preparation for teaching, sub-tasking.
Teaching methods: working with foreign-language text, critical analysis of texts, problem solving tasks, discussion, dramatization of texts

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation and work in the classroom 50 % and home preparation 50 %.
The student will be evaluated on the basis of 100% of the ongoing tasks assigned during the semester.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)
In order to obtain an A rating, precise preparation and implementation of the specified tasks is required, as well as active assistance to the group in making joint progress.
In order to obtain a B rating, precise preparation and execution of the tasks assigned with occasional hesitation is required, as well as active assistance to the group in making joint progress.
The C rating will be awarded to students with the average preparation and execution of the specified tasks respectively. The average rate of assistance to the group in moving forward.
Evaluation D shall be awarded for sufficient preparation and implementation of the tasks assigned to prevent the Group from advancing its joint work.
Evaluations of E shall be awarded for the preparation and implementation of the tasks assigned at border level, but which does not prevent the Group from progressing in joint work.

Fx ratings will be awarded for insufficient preparation and implementation of the tasks assigned to prevent the group from advancing its joint work.

**Learning outcomes:**
The aim of the course is to develop the creativity of students and to get acquainted with the possibilities of using dramatization as a didactic means.
Educational outcomes:
The student gains active experience of practicing language skills, acquires knowledge about ways of developing language competences through creative playwright activities. He/she is able to carry out independently and in the group analysis of dramatic text and actively participate in the joint creative activity under the guidance of the educator.

**Class syllabus:**
Project creative drama workshop. Exercises led by an educator aimed at the complex development of language competences through applied creative playwrights in the Italian language.

**Recommended literature:**
BEKÉNYOVÁ, Ľ. 2012. Tvorivá dramatika v edukačnom procese. Bratislava: Metodickopedagogické centrum. ISBN 9788080524043.
JANÁKOVÁ, L. 1996. Tvorivá dramatika ako prostriedok motivácie. Banská Bystrica: Univerzita Mateja Bela. ISBN 9878088825791.
KOŤÁTKOVÁ, S. 1998. Vybrané kapitoly z dramatické výchovy. Praha: Karolinum. ISBN 8071847569.
MALOVECKÝ, M. – MEDVECZKÁ, M. 2019. Calderónov Stály kráľovič – medzi originálom a prekladom. In: Philologia. Roč. 29, č. 1-2 (2019), s. 139-150 ISSN 1339-2026.
DOMOKOS, Gy. 2018. Presenza del teatro italiano, spagnolo e francese nel Regno d'Ungheria. In: Romanistica Comeniana (2585-8483 ): 2018/1-2, pp 85-98 Paper 5. ISSN 2585-8483.

**Languages necessary to complete the course:**
Slovak 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:** prof. György Domokos, PhD., doc. Tivadar Palágyi, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde022/22 | Culture and Civilisation of Italy 1. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 20 hours; elaboration of continuous tasks = 33 hours;
Teaching methods:
interpretation, discussion, working with authentic texts, working with authentic audiovisual material, independent work of students, working in groups, presentation of students, analysis of textbooks

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of a continuous evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation and completion of classroom tasks
40 points: elaboration of ongoing homework
30 points: preparation of seminar work and presentation to classmates
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to become acquainted with the basic characteristics of Italy.

After successful completion of the course, the student has basic knowledge of the geographical, political, economic, socio-economic and cultural context of Italy and can put them in the context of teaching Italian in the Slovak school system. It will increase communicative competence and personal motivation.

**Class syllabus:**
• Landscape science and realities of Italy
• Regional differences and similarities
• Holidays, traditions and festivities
• Music and fine arts
• Made in Italy brand (science, technology and inventions, fashion, automotive, gastronomy)

**Recommended literature:**
DE BIASO, M. – GAROFALO, P.2008. Mosaico Italia. Percorsi nella cultura e nella civiltà italiana. Roma: Edilingua, 2008. 155 p. ISBN 978-960-6632-69-3.
CALMANTI, P. 2000. Appuntamento a... Folklore, Tradizioni, Storia, Gastronomia delle regioni italiane. Peruguia: Guerra edizioni, 2000. 255 p. ISBN 7715-355-5.
BELLINI, P. – CREMONESI, G. 2007. I come Italia. Aspetti di civiltà italiana. Recanati: Eli, 2007. 143 p. ISBN 978-88-536-1087-4.
MEZZADRI, M. – PEDERZANI, L.2007. Civiltà punto It. Perugia: Guerra edizioni, 2007. 157 p. ISBN 978-88-557-0016-0.
BALBONI, P.E. - DALOSIO, M. 2008. Civiltà Italia. Percorsi di civiltà e cultura italiana per stranieri. Giovani e adulti., Perugia: Guerra, 2008. 168 p. 978-88-557-0059-7
LA SCALA, S. 2015, Alla scoperta dell'Italia: Percorso di storia, cultura e civiltà italiana. Milano: Hoepli, 2015. 140 p. ISBN 978-88-203-6834-0
DOMOKOS, Gy. 2019. L'italiano come lingua franca diplomatica nel periodo del Rinascimento nell'Europa Centrale. Documenti di colloqui importanti avvenuti a Trnava e Nitra. In: PHILOLOGIA (BRATISLAVA) (1339-2026 ): 29 1-2 pp 207-219 (2019)
DOMOKOS, Gy. 2019. La "Little Italy" di fine Quattrocento a Esztergom e Buda
STUDIA SCIENTIFICA FACULTATIS PAEDAGOGICAE UNIVERSITATIS CATHOLICAE IN RUZOMBEROK (1336-2232 ): 18 2 pp 106-115 (2019)

**Languages necessary to complete the course:**
Slovak language, Italian language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 17

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 41,18 | 0,0 | 29,41 | 5,88 | 0,0 | 0,0 | 23,53 |

**Lecturers:** prof. György Domokos, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde022/22 | Culture and Civilisation of Italy 1. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 20 hours; elaboration of continuous tasks = 33 hours;
Teaching methods:
interpretation, discussion, working with authentic texts, working with authentic audiovisual material, independent work of students, working in groups, presentation of students, analysis of textbooks

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of a continuous evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation and completion of classroom tasks
40 points: elaboration of ongoing homework
30 points: preparation of seminar work and presentation to classmates
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to become acquainted with the basic characteristics of Italy.

After successful completion of the course, the student has basic knowledge of the geographical, political, economic, socio-economic and cultural context of Italy and can put them in the context of teaching Italian in the Slovak school system. It will increase communicative competence and personal motivation.

**Class syllabus:**
• Landscape science and realities of Italy
• Regional differences and similarities
• Holidays, traditions and festivities
• Music and fine arts
• Made in Italy brand (science, technology and inventions, fashion, automotive, gastronomy)

**Recommended literature:**
DE BIASO, M. – GAROFALO, P.2008. Mosaico Italia. Percorsi nella cultura e nella civiltà italiana. Roma: Edilingua, 2008. 155 p. ISBN 978-960-6632-69-3.
CALMANTI, P. 2000. Appuntamento a... Folklore, Tradizioni, Storia, Gastronomia delle regioni italiane. Peruguia: Guerra edizioni, 2000. 255 p. ISBN 7715-355-5.
BELLINI, P. – CREMONESI, G. 2007. I come Italia. Aspetti di civiltà italiana. Recanati: Eli, 2007. 143 p. ISBN 978-88-536-1087-4.
MEZZADRI, M. – PEDERZANI, L.2007. Civiltà punto It. Perugia: Guerra edizioni, 2007. 157 p. ISBN 978-88-557-0016-0.
BALBONI, P.E. - DALOSIO, M. 2008. Civiltà Italia. Percorsi di civiltà e cultura italiana per stranieri. Giovani e adulti., Perugia: Guerra, 2008. 168 p. 978-88-557-0059-7
LA SCALA, S. 2015, Alla scoperta dell'Italia: Percorso di storia, cultura e civiltà italiana. Milano: Hoepli, 2015. 140 p. ISBN 978-88-203-6834-0
DOMOKOS, Gy. 2019. L'italiano come lingua franca diplomatica nel periodo del Rinascimento nell'Europa Centrale. Documenti di colloqui importanti avvenuti a Trnava e Nitra. In: PHILOLOGIA (BRATISLAVA) (1339-2026 ): 29 1-2 pp 207-219 (2019)
DOMOKOS, Gy. 2019. La "Little Italy" di fine Quattrocento a Esztergom e Buda
STUDIA SCIENTIFICA FACULTATIS PAEDAGOGICAE UNIVERSITATIS CATHOLICAE IN RUZOMBEROK (1336-2232 ): 18 2 pp 106-115 (2019)

**Languages necessary to complete the course:**
Slovak language, Italian language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 17

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 41,18 | 0,0 | 29,41 | 5,88 | 0,0 | 0,0 | 23,53 |

**Lecturers:** prof. György Domokos, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde026/22 | Culture and Civilisation of Italy 2. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 20 hours; elaboration of continuous tasks = 33 hours;
Teaching methods:
interpretation, discussion, working with authentic texts, working with authentic audiovisual material, independent work of students, working in groups, presentation of students, analysis of textbooks

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation and completion of classroom tasks
40 points: elaboration of ongoing homework
30 points: preparation of seminar work and presentation to classmates
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to get acquainted with the basic characteristics of the landscape science and realities of Italy.

After successful completion of the subject, the student knows the basic characteristics of the country science and realities of Italy and its individual regions. It is able to orient himself /herself in selected topics of everyday culture and can critically evaluate their inclusion in Italian language teaching. It will deepen communicative competence and critical thinking.

**Class syllabus:**
Landscape science and realities of individual regions of Italy.
Basic diagrams of the culture of everyday life in Italy and their display in textbooks and different types of teaching materials for teaching Italian.
Variability of approach to teaching everyday culture.

**Recommended literature:**
DE BIASO, M. – GAROFALO, P.2008. Mosaico Italia. Percorsi nella cultura e nella civiltà italiana. Roma: Edilingua, 2008. 155 p. ISBN 978-960-6632-69-3.
CALMANTI, P. 2000. Appuntamento a... Folklore, Tradizioni, Storia, Gastronomia delle regioni italiane. Peruguia: Guerra edizioni, 2000. 255 p. ISBN 7715-355-5.
AZZARA, V. Et al. 1996. Viaggio in Italia. Perugia: Guerra edizioni,1996. 270 p. ISBN 88-7715-257-5.
BELLINI, P. – CREMONESI, G. 2007. I come Italia. Aspetti di civiltà italiana. Recanati: Eli, 2007. 143 p. ISBN 978-88-536-1087-4.
MEZZADRI, M. – PEDERZANI, L.2007. Civiltà punto It. Perugia: Guerra edizioni, 2007. 157 p. ISBN 978-88-557-0016-0.
BALBONI, P.E. - DALOSIO, M. 2008. Civiltà Italia. Percorsi di civiltà e cultura italiana per stranieri. Giovani e adulti., Perugia: Guerra, 2008. 168 p. 978-88-557-0059-7
A SCALA, S. 2015, Alla scoperta dell'Italia: Percorso di storia, cultura e civiltà italiana. Milano: Hoepli, 2015. 140 p. ISBN 978-88-203-6834-0
DOMOKOS, Gy. 2017. Sant'Ambrogio e San Martino. VERBUM: ANALECTA NEOLATINA 2017/1-2, pp 101-112 (2017). ISSN 1585-079X 1588-4309

**Languages necessary to complete the course:**
Slovak language, Italian language

**Notes:**

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

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

**Lecturers:** prof. György Domokos, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde026/22 | Culture and Civilisation of Italy 2. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 20 hours; elaboration of continuous tasks = 33 hours;
Teaching methods:
interpretation, discussion, working with authentic texts, working with authentic audiovisual material, independent work of students, working in groups, presentation of students, analysis of textbooks

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation and completion of classroom tasks
40 points: elaboration of ongoing homework
30 points: preparation of seminar work and presentation to classmates
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to get acquainted with the basic characteristics of the landscape science and realities of Italy.

After successful completion of the subject, the student knows the basic characteristics of the country science and realities of Italy and its individual regions. It is able to orient himself /herself in selected topics of everyday culture and can critically evaluate their inclusion in Italian language teaching. It will deepen communicative competence and critical thinking.

**Class syllabus:**
Landscape science and realities of individual regions of Italy.
Basic diagrams of the culture of everyday life in Italy and their display in textbooks and different types of teaching materials for teaching Italian.
Variability of approach to teaching everyday culture.

**Recommended literature:**
DE BIASO, M. – GAROFALO, P.2008. Mosaico Italia. Percorsi nella cultura e nella civiltà italiana. Roma: Edilingua, 2008. 155 p. ISBN 978-960-6632-69-3.
CALMANTI, P. 2000. Appuntamento a... Folklore, Tradizioni, Storia, Gastronomia delle regioni italiane. Peruguia: Guerra edizioni, 2000. 255 p. ISBN 7715-355-5.
AZZARA, V. Et al. 1996. Viaggio in Italia. Perugia: Guerra edizioni,1996. 270 p. ISBN 88-7715-257-5.
BELLINI, P. – CREMONESI, G. 2007. I come Italia. Aspetti di civiltà italiana. Recanati: Eli, 2007. 143 p. ISBN 978-88-536-1087-4.
MEZZADRI, M. – PEDERZANI, L.2007. Civiltà punto It. Perugia: Guerra edizioni, 2007. 157 p. ISBN 978-88-557-0016-0.
BALBONI, P.E. - DALOSIO, M. 2008. Civiltà Italia. Percorsi di civiltà e cultura italiana per stranieri. Giovani e adulti., Perugia: Guerra, 2008. 168 p. 978-88-557-0059-7
A SCALA, S. 2015, Alla scoperta dell'Italia: Percorso di storia, cultura e civiltà italiana. Milano: Hoepli, 2015. 140 p. ISBN 978-88-203-6834-0
DOMOKOS, Gy. 2017. Sant'Ambrogio e San Martino. VERBUM: ANALECTA NEOLATINA 2017/1-2, pp 101-112 (2017). ISSN 1585-079X 1588-4309

**Languages necessary to complete the course:**
Slovak language, Italian language

**Notes:**

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

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

**Lecturers:** prof. György Domokos, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde035/22 | **Course title:**<br>Developing critical thinking |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 1., 3., 5. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Prerequisite subjects:<br>Prerequisites for successful completion of the course:<br>The course is completed with an assessment, weighted interim/final assessment 100/0.<br>100% of the continuous assessment includes: approximately 5 assignments (50%) will be given during the semester, 2 midterm tests during the semester (for a total of 30%), and active participation in seminars, engaging in discussions (20%). Students will use the e-learning environment moodle for their studies.<br>For successful completion of the course it is necessary to obtain at least 60% of the points.<br>The rating is awarded on a scale:<br>A (100-91%, excellent - outstanding results), the student actively participated in seminar discussions, completed the midterm tests at an excellent level, and completed the midterm assignments excellently.<br>B (90-81%, very good - above average standard), ), the student actively participated in seminar discussions, completed midterm tests and assignments at a very good level<br>C (80-73%, good - normal reliable work), the student was less actively involved in seminar discussions, he/she completed the midterm tests and assignments at a good level with slight shortcomings<br>D (72-66%, satisfactory - acceptable results), the student did not actively participate in seminar discussions, he/she completed midterm tests and assignments at a satisfactory level<br>E (65-60%, sufficient - results meet the minimum criteria), the student did not actively participate in discussions in seminars, midterm tests and midterm assignments were done at the minimum level<br>Fx (59-0%, insufficient - extra work required) | |
| **Learning outcomes:**<br>Learning outcomes:<br>Learning objectives and outcomes and transferable competences:<br>Students are familiar with the principles of critical thinking, they can prepare their own activities on the basis of universal scenarios on the subject aimed at the Development critical thinking. They | |

can assess students' critical thinking, recognize hoaxes and identify relevant facts and ideas. They can apply a variety of methods to develop pupils' critical thinking.
Educational Objectives:
The aim of the seminar is for students to acquire knowledge and skills that will enable them to prepare methodological materials aimed at developing students' critical thinking skills. To familiarize students with universal scenarios of educational activities and the possibilities of assessing critical thinking in education.

**Class syllabus:**
Brief outline of the course:
Principles of critical thinking, critical arguing, critical debating, critical writing, organizing knowledge. Basic characteristics of hoaxes. Identifying relevant facts and ideas. Methods of Development critical thinking in pupils, universal scenarios of educational activities, preparation of methodological materials. Evaluation of critical thinking.

**Recommended literature:**
Recommended reading:
Compulsory reading:
KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Bratislava: Wolters Kluwer. ISBN 978-80-571-0049-2
TUREK, I. (2003). Kritické myslenie. Bratislava: Metodicko-pedagogické centrum.
Recommended reading:
ČAPEK, R. (2015). Moderní didaktika: lexikon výukových a hodnotících metod. Praha: Grada. ISBN 978-80-2473-450-7
KOZÁROVÁ, N., GUNIŠOVÁ, D. (2020). Stratégie rozvoja kritického myslenia vo vyučovaní pedagogiky. Nitra: UKF v Nitre. ISBN (online) 978-80-558-1520-6
MARKOŠ, J. (2019). Sila rozumu v bláznivej dobe: manuál kritického myslenia. Bratislava: N Press. ISBN 978-80-9992-501-5

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 218

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,26 | 0,0 | 26,15 | 5,05 | 2,75 | 1,38 | 6,42 |

**Lecturers:** Mgr. Katarína Minarovičová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde035/22 | **Course title:**<br>Developing critical thinking |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Prerequisite subjects:<br>Prerequisites for successful completion of the course:<br>The course is completed with an assessment, weighted interim/final assessment 100/0.<br>100% of the continuous assessment includes: approximately 5 assignments (50%) will be given during the semester, 2 midterm tests during the semester (for a total of 30%), and active participation in seminars, engaging in discussions (20%). Students will use the e-learning environment moodle for their studies.<br>For successful completion of the course it is necessary to obtain at least 60% of the points.<br>The rating is awarded on a scale:<br>A (100-91%, excellent - outstanding results), the student actively participated in seminar discussions, completed the midterm tests at an excellent level, and completed the midterm assignments excellently.<br>B (90-81%, very good - above average standard), ), the student actively participated in seminar discussions, completed midterm tests and assignments at a very good level<br>C (80-73%, good - normal reliable work), the student was less actively involved in seminar discussions, he/she completed the midterm tests and assignments at a good level with slight shortcomings<br>D (72-66%, satisfactory - acceptable results), the student did not actively participate in seminar discussions, he/she completed midterm tests and assignments at a satisfactory level<br>E (65-60%, sufficient - results meet the minimum criteria), the student did not actively participate in discussions in seminars, midterm tests and midterm assignments were done at the minimum level<br>Fx (59-0%, insufficient - extra work required) | |
| **Learning outcomes:**<br>Learning outcomes:<br>Learning objectives and outcomes and transferable competences:<br>Students are familiar with the principles of critical thinking, they can prepare their own activities on the basis of universal scenarios on the subject aimed at the Development critical thinking. They | |

can assess students' critical thinking, recognize hoaxes and identify relevant facts and ideas. They can apply a variety of methods to develop pupils' critical thinking.
Educational Objectives:
The aim of the seminar is for students to acquire knowledge and skills that will enable them to prepare methodological materials aimed at developing students' critical thinking skills. To familiarize students with universal scenarios of educational activities and the possibilities of assessing critical thinking in education.

**Class syllabus:**
Brief outline of the course:
Principles of critical thinking, critical arguing, critical debating, critical writing, organizing knowledge. Basic characteristics of hoaxes. Identifying relevant facts and ideas. Methods of Development critical thinking in pupils, universal scenarios of educational activities, preparation of methodological materials. Evaluation of critical thinking.

**Recommended literature:**
Recommended reading:
Compulsory reading:
KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Bratislava: Wolters Kluwer. ISBN 978-80-571-0049-2
TUREK, I. (2003). Kritické myslenie. Bratislava: Metodicko-pedagogické centrum.
Recommended reading:
ČAPEK, R. (2015). Moderní didaktika: lexikon výukových a hodnotících metod. Praha: Grada. ISBN 978-80-2473-450-7
KOZÁROVÁ, N., GUNIŠOVÁ, D. (2020). Stratégie rozvoja kritického myslenia vo vyučovaní pedagogiky. Nitra: UKF v Nitre. ISBN (online) 978-80-558-1520-6
MARKOŠ, J. (2019). Sila rozumu v bláznivej dobe: manuál kritického myslenia. Bratislava: N Press. ISBN 978-80-9992-501-5

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 218

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,26 | 0,0 | 26,15 | 5,05 | 2,75 | 1,38 | 6,42 |

**Lecturers:** Mgr. Barbora Jaslovská, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde036/22 | Didactics of German language in pre-primary education degree |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (attendence).
Student's workload: 11 x 2 hours of direct teaching = 22 hours; 14 hours preparation of seminar work; 14 hours preparation for mid-term evaluation (report). Total 50 hours of student work.
Teaching methods: explanation, narration, interview, discussion, brainstorming, students' own work, work with Internet resources, practice, repetition.

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:** PdF.KNJL/B-NEMde039/22 - Pre-primary pedagogy

**Course requirements:**
Course completion requirements:
During the semester, the student will prepare a visual presentation, present a paper, and prepare a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work are required. Points: active participation in the seminar: 30 points, preparation/presentation of a paper: 30 points, seminar paper: 40 points (100/0).
The grade is awarded on a scale of:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.

Good: average knowledge and ability to link it to skills based on acquisition of conceptual apparatus, good ability to think analytically and formulate critical evaluative attitudes, fluent speech with several weaknesses.
Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills, incoherent speech with errors.
Satisfactory: content mastery with several weaknesses, lack of sufficient mastery and understanding of issues and interpretive procedures, lack of scientific reasoning and formulation of evaluative critical stances.
Inadequate: insufficient knowledge, insufficient mastery of conceptual apparatus and lack of understanding of the issues and interpretive practices.
Scale of assessment (preliminary/final): During the semester, the student will prepare a visual presentation, present a paper, and prepare a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work are required. Points: active participation in the seminar: 30 points, preparation/presentation of a paper: 30 points, seminar paper: 40 points (100/0).

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Educational objectives: to acquire professional didactic competence for the design and implementation of teaching or immersion units at the pre-primary level of education.
Learning outcomes: the graduate of the course will acquire didactic terminology with a focus on the developmental and learning specifics of age peculiarities of children at the pre-primary level. He/she will be able to transform the knowledge of the language and cognitive potential of preschool children into methodological and didactic applications. Understands and accepts the peculiarities of education of preschool children, acquires the specifics of pedagogical communication, empathic and ethical behaviour in interaction.

**Class syllabus:**
Course outcomes of subject (content):
Language development in preschool children, the relationship between maturation and learning, concentration ability in children. Perception as a basis for the development of cognitive abilities, individual and social learning. Transition from mother tongue to foreign language, multilingualism and cultural perception. Objectives, contents and methods of the teaching process: unit planning, motivation and language learning through play. Requirements for the foreign language teacher at the pre-primary level. Textbooks and materials for the German language in kindergartens.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. 2016. Bratislava: Raabe, 2016. 106 s. ISBN 978-80-8140-244-9
WIDLOK, B./PETRAVIĆ, A./ORG, H./ROMCEA,R. 2010. Nürnberger Empfehlungen zum frühen Fremdsprachenlernen. München: Goethe Institut e.V., 2010. 38 s. ISBN 978-3-939670-38-4.
Recommended readings:
CATANESE, G. 2010. Das Europäische Sprachenportfolio: Anwendungs- und Entwicklungsmöglichkeiten zur Unterstützung einer interkulturellen und mehrsprachigen Bildung in vorschulischen Einrichtungen. Münster: Waxmann Verlag, 2010. 78 s. ISBN 978-3-83092-3671

KOLLÁRIKOVÁ, Z./PUPALA, B. 2001. Predškolská a elementárna pedagogika. Praha: Portal, 2001. 455 s. ISBN 8071785857
LUNDQUIST-MOG, A./WIDLOK B. 2015. DaF für Kinder. München: Klett-Langenscheidt, 2015. 197 s. ISBN 978-3-12-606980-9
NEUMANN, S. 2002. Ganzheitliche Sprachförderung – Ein Praxisbuch für den Kindergarten, Schule und Frühforderung. Weinheim: Beltz Verlag, 2002. 186 s. ISBN 978-3-40755-8589

**Languages necessary to complete the course:**
German, Slovak

**Notes:**

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

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

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde002/22 | Digital technologies 1 |

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

**Number of credits:** 3

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course
The course is completed by assessment, the weighting of the interim and final assessment is 100/0.
# active participation in seminars conducted by both face-to-face and distance learning methods;
# processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits;
# development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Present an original and visually impressive presentation of the educational content of the selected teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at Charles University; The structure of the presentation should be based on one of the templates from the library of customizable templates supported by Prezi Present; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defense of the project constitutes 20% of the total achievable point value and is a condition for the award of credits.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the educational subject it is necessary to obtain at least 60 % of the score.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments,

excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes and transferable competences:
The aim of the educational discipline Digital Technologies 1 is to develop digital skills of students of teacher-oriented study programmes at the Faculty of Education of the Charles University (hereinafter referred to as the Faculty of Education of the Charles University) to be able to effectively use an appropriate range of didactic software applications in the context of the concept of design and creation of interactive educational activities, knowledge quizzes and assignments, electronic portfolios, impressive didactic presentations, new interactive forms of teaching material and other pedagogical/school documentation usable in the intent of their future teaching profession at different levels of regional education in the Slovak Republic.
By completing the educational discipline Digital Technologies 1, the student has the competences and digital skills to effectively use the tools of the SMART Notebook software application and the SMART Lumio cloud environment by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom or in home conditions in the case of distance/hybrid education.
By completing the educational discipline, the student also has the competences and digital skills in the field of design and creation of mind maps through the tools of the Mindomo software application (or FreeMind, XMind) applicable in educational activities implemented in schools and educational institutions for the target group of intact pupils, as well as pupils with special educational needs in order to improve their communication skills and critical thinking.
By completing the educational discipline Digital Technologies 1, the student acquires professional digital competencies in the concept of design and creation of impressive non-linear presentations and interactive presentations of educational content implemented through the Prezi Present cloud

platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.
By completing the educational discipline Digital Technologies 1, the student has, last but not least, the competences and digital skills to effectively use the cloud platform Microsoft 365 with an emphasis on software applications Sway, Word and Excel by creating supplementary teaching materials for the needs of school teaching and maintaining the relevant pedagogical documentation.
The student masters the basic possibilities of using the online communication platform Microsoft Teams applicable in the implementation of distance learning at the level of regional education

**Class syllabus:**

The content of the educational discipline Digital Technologies 1 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.
Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.
Application of SMART Notebook software application and SMART Lumio cloud environment in the educational process
# We develop professional digital competences by the ability to effectively use the tools of the SMART Notebook desktop application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in the lesson in the school classroom or in the home environment in the case of distance/hybrid education;
# We acquire digital skills in working with the SMART response 2 tool supported by the SMART Notebook desktop application and the SMART Lumio cloud environment in the context of creating knowledge questions - selecting one correct answer from multiple answer alternatives, selecting multiple correct answers from multiple answer alternatives, selecting Yes/No answers, free-form questions - in test sessions designed to test the knowledge of pupils of regional education in the Slovak Republic;
# We are mastering the methodology of applying knowledge tests communicated to students through SMART response 2 in the SMART Notebook desktop application and gamification activities supported by the cloud environment SMART Lumio to the process of school teaching of subjects at the lower/upper secondary level of education;
# We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the SMART Board interactive whiteboard.
Topics:
# Basic functions and calibration of the SMART Board interactive touchscreen/tablet; Symptoms, causes and solutions to some of the problems encountered when using the SMART Board interactive touchscreen/tablet; Installing and updating the SMART Notebook desktop application; Creating a teacher's virtual classroom in the SMART platform;
# Creating and editing objects in the SMART Notebook environment; Using basic tools to support the presentation of processed content; Working with multimedia content from the SMART Gallery; Sharing your own content on the SMART Exchange website; Adding links to external educational resources; Adding sound to objects, Animating objects; Using and sharing your own content; Applying graphic content from other software applications - importing and editing objects;

Applying objects from the Lesson Activity Toolkit 2.0; Creating gamification activities in SMART Lab; SMART Response 2 - creating and administering knowledge tests/quizzes;
# Principles of Gamification; Gamification Elements in Educational Content; Some Results of Exact Studies on the Application of Gamification in Education; Application of Gamification in Education in Primary and Secondary Schools; Examples of Gamification Activities Used in the Teaching of Science, Social Studies, Art, Education and Vocational Education.
# Teacher/student login to SMART Lumio cloud platform account; Managing the library of learning activities; Creating gamification activities in SMART Lumio - SMART Lesson Activity Builder (Lab); Editing activities in edit mode; Making activities available to students - delivery mode; Sharing options for gamification activities;
# Setting up and converting a lesson page to a Handout or Workspace activity; Working with predefined graphical activity templates for use in activating student learning, inquiring about student knowledge, or reflecting; Sharing lessons with the created educational materials with students in SMART Lumio.
Within the distance assignment, the student will create a set of interactive learning/quiz activities and digital presentation material for the target group of learners with effective use of the widest possible range of tools, objects, pre-prepared templates, advanced functions, settings and features supported by the SMART Notebook authoring environment in a range of at least 10 presentation pages/activities. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.notebook format, the student shall indicate the methodology of their inclusion in the educational activities of the target group of pupils.
Within the distance assignment, the student will create a set of 10 gamification educational/quiz activities for the target group of students with effective use of pre-made templates and tools of the SMART Lumio cloud environment. The condition is that each type of gamification activity should only occur once in the created set of activities. In the accompanying document (a separate file of *.docx format) to the created gamification educational/quiz activities saved by the student, the student shall indicate the methodology of their application in the educational activities of the target group of pupils.
As part of the distance learning assignment, the student will create a 3-page set of pre-prepared content convertible to Handout format activities and a 3-page set of pre-prepared content convertible to Workspace format activities. In the accompanying document (a separate *.docx file) for the created Handout and Workspace activities stored in the SMART Lumio cloud, the student will indicate the methodology of their application to the educational activities of the target group of students.
Creating and using mind maps in the educational process with the support of digital solutions
# We develop professional digital competences by competence in the design and creation of mind maps through the tools of the software application Mindomo (or FreeMind/XMind), usable in our own educational activities implemented in schools and school facilities for the target group of intact pupils, as well as pupils with special educational needs in order to improve communication skills and critical thinking;
# We are mastering the methodology of applying mind maps communicated to students through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / high school;
Topics:
# Explanation of terminology in the field of mind/concept mapping; Desktop/cloud software applications for creating mind maps in the educational process at primary/ secondary schools; Functions and types of mind maps; Principles and principles of creating mind maps; Possibilities of using mind maps in the process of preparation for teaching and directly in the classroom;

Familiarization with the user environment of the Mindomo software application (or FreeMind/ XMind);
# Structuring a mind map; Inserting, editing and formatting nodes; Creating and formatting branches; Encrypted node; Editing multi-line nodes; Creating image nodes; Moving/copying nodes and groups of nodes in the map; Inserting annotations to nodes; Linking nodes with local links - independent linking of ideas; Hypertext linking of nodes to external information sources - links in nodes leading to external sources (web) or to local files on the local disk of the computer; Importing content into the mind map; Exporting the map to the output of different formats; Text search in the subnetwork of the current node; Mind maps and their use when working with pupils with SEN.
As part of the distance assignment, the student will design and create one mind map from any thematic area of school subject teaching in primary/elementary school. The focus of the mind map should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school/SHS in the intent of the approbation subjects that the student studies in the teacher education programmes at the Faculty of Education at the Charles University. In the mind map, tools and functions of the Mindomo (or FreeMind/XMind) application environment will be applied in the intent of the complexity of the explained issue. The student will justify in a brief written form the choice of the processed content/topic in the form of a mind map, their functionality and use in his/her educational activities.
Creation of non-linear presentations of educational content through the Prezi presentation platform supporting teacher's interpretation and systematization of students' knowledge
# We acquire professional digital competencies in the concept of design and creation of impressive non-linear presentations of educational content realized through the Prezi Present cloud platform Prezi applicable to our own pedagogical activities;
# We are mastering the methodology of applying the presentation of educational content communicated to pupils through Prezi Present to the process of school teaching of subjects of their approbation at primary school / high school;
Topics:
# Introduction of the software tool Prezi Present as a presentation platform - creation of trendy, effective presentations; Explanation and clarification of the terms used in the field of creating didactic presentations in the environment of Prezi Present; Possibilities of using the presentation application Prezi Present in the preparation and creation of supporting educational materials effectively usable in the teaching of their own subject; Presentation of examples of presentations used in teaching science, social science, art-educational and vocational educational disciplines; Illustrative comparison of differences between classical (Microsoft PowerPoint) and dynamic (Prezi Present) presentations;
# Theoretical background of presentation preparation and the system of selection of presented information; Basic steps of the procedure for creating didactic presentations in Prezi Present; Functionality of the online presentation tool Prezi Present; Creating dynamic presentations in Prezi Present - working with text and graphic objects; Creating topic/subtopic structures, changing the order of topics/subtopics, Creating depth and rotation effects; Inserting additional graphic visuals into a presentation in Prezi Present; Working in edit mode for main topics, subtopics and other presentation content; Creating visual effects and animations of presentation objects;
# Use of templates - change the design - colors, background, fonts; Inserting audio tracks on the background of individual topics/subtopics, the whole presentation; 3D presentations; Importing and editing PowerPoint presentations in Prezi Present; Sharing presentations with other users, sharing on social networks, on web portals; Exporting presentations to *.pdf and Portable Prezi (for off-line presentation); Export options and presentation size; Working with Prezi Present in off-line mode.
Within the distance assignment, the student will use the Prezi Present presentation tool to create an original didactic and visually engaging presentation of the educational content for the target group

of students. The focus of the presentation should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at the primary school / secondary school in the intent of the approbation subjects that the student is studying in the study programmes of teaching at the Faculty of Education of the Charles University. The presentation will be at least 30 presentation views (= topics at the highest hierarchical level, subtopics at lower hierarchical levels and stack structure pages) to a minimum hierarchical nesting depth of three.
Use of Microsoft 365 platform in teacher's pedagogical activity
# We develop professional digital competencies in the concept of design and creation of responsive presentations with educational content and emphasis on the cloud solution Microsoft Sway usable in educational activities implemented in schools or school facilities;
# We are mastering the methodology of applying the presentation of educational content communicated to pupils through Microsoft Sway to the process of school teaching of subjects of their approbation at primary school / secondary school;
# We hone professional digital skills to include the ability to effectively use a range of form content controls and ActiveX elements of Microsoft Word in the creation of interactive worksheets, tests and supplementary learning materials for pupils or other classroom agenda documents usable in the context of pedagogical activity;
# We are mastering the methodology of applying interactive worksheets communicated to pupils through Microsoft Word to the process of school teaching of subjects of their area of specialization at primary school / high school;
# Develop professional digital skills in the creation of large documents (such as letters, invitations, labels) through a mass correspondence tool usable in the maintenance of relevant pedagogical documentation;
# We develop professional digital skills in the creation of statistical calculations, compound expressions using functions for finding conditional frequency, sum, or arithmetic mean and techniques for addressing continuous and discontinuous areas in expressions/functions usable in the tabular processing of classroom data (student evaluations in knowledge or sports activities) supported by Microsoft Excel;
# We hone professional competencies to include the ability to effectively apply advanced conditions and techniques for conditional formatting of table records using functions;
# We extend digital skills to include the ability to effectively apply an advanced filtering tool to large tabular data by defining compound logical conditions (AND/OR), wildcards (*, ?), and a Subtotal function usable in maintaining appropriate pedagogical documentation;
# Develop professional digital skills in creating cumulative graphical visualizations of tabulated data in the context of changing attributes of individual chart elements;
# We apply other selected tools of the Microsoft 365 cloud platform, with an emphasis on the Microsoft Teams software application for teachers to use in conducting online learning activities.
Topics:
# A basic theoretical introduction to Microsoft cloud solutions;
# Sway presentation platform - creation of interactive school materials (portfolios), impressive presentations of educational content; Other possibilities of practical use of Microsoft Sway in educational activities; Concept of creating multimedia responsive presentations; Creating a new Sway, creating a Sway by importing an existing file/presentation, creating a Sway based on a template; Articulating presentation content; Options for inserting and formatting supported visuals via tabs; Grouping multimedia content; Influencing the appearance of a presentation; Changing the layout of content; Adapting specific elements to the style of a presentation; Exporting a presentation in *.pdf/*.docx; Additional options for setting up the presentation in Sway; Share Sway output from a personal Microsoft account; Share Sway output from an account assigned by the educational organization;

# Editing large text documents in the Microsoft Word environment - standard settings; Using tabs; Text blocks; Columns; Objects in text - equation editor; Tables in text; Editing a document using a style; Creating your own style and editing an existing style. Document Revision. Definition of the terms section and reference and possibilities of their use; Document revision and its use in writing term papers and qualification papers; Document structuring - dividing a document into sections, types of section breaks, page settings in sections, creating a header and footer in a document divided into sections; Possibilities of using a structured document within the agenda of a teaching staff member; Creating references - automatic content creation, content setup, content formatting, numbering figures and tables, creating a list of tables and figures, footnotes and endnotes, cross-references, citations and list of references used, creating a document index; Creating templates - the importance of a template type document. Electronic forms - what are form elements and what is their difference from ActiveX elements, settings of form elements, ActiveX element and its settings, Form security; Application of the acquired experience and skills of working with Microsoft Word text editor in creating documents useful in own pedagogical activities; Creation of large documents - letters, invitations, labels - by means of the tool of mass correspondence useful in the framework of keeping the relevant pedagogical documentation.
# Working with tabular data in Microsoft Excel; Inserting data into cells; Predefined and custom data format; Working with cells - moving, cutting, copying; Bulk filling of data and creating expressions/patterns; Applying elementary functions; Modifying function parameters; Modifying table appearance; Sorting tabular data; Data lists - creating custom lists; Increasing values. Rounding; Absolute and relative cell addressing; Hiding table values; Notes in cells; Working with large data - automatic and extended data filter, Subtotal function; Operations between sheets; Conditional formatting of table data; More advanced functions - If, Count, CountIf, SumIf, SumIfS, AverageIfS; Contingency table; Search functions; Creating forms.
# We get familiar with the Microsoft Teams online communication platform environment; Creating teams; Creating a pure team in MS Teams; Creating teams from an existing team and basic team customization; Creating a team from an Office 365 Group; Setting up and managing teams; Managing team members; Managing teams in bulk; Guest in a Team Class; Invitation from MS Teams; Channels; Cards; Creating your first online lesson; Creating a link to a lesson; Connecting students to an online lesson; Running a lesson with MS Teams; Preparing a lesson outline; Presenting in MS Teams; Tools available during the implementation of an online lesson on the student's/teacher's side (e.g. Conversation panel; Reporting for a word; Downloading a list of participants, etc.); Course notes - notepad; Uploading files with educational content; Creating a shared file for pupils/students in the virtual classroom; Creating a quiz; Quiz evaluation, Quiz setup.
Within the distance task, the student will design and create a document in the form of an electronic workbook in Microsoft Word using a template and applying content controls and ActiveX elements - text field, drop-down field, drop-down list, comma field, option button, command button - usable in the context of teaching subjects of his/her area of specialization at primary school / high school.
Within the distance task, the student will create a table of fictitious evaluation of pupils in the framework of knowledge or sports activities implemented in schools or school facilities in the range of at least 20 rows and 10 columns, where the functions of the Microsoft Excel spreadsheet application will be used in the context of the complexity of the explained issue.
In a distance task, the student formats a table of fictitious assessment of pupils in knowledge/sport activities, applying various conditions and techniques of conditional formatting of the table entries in the intent of the difficulty of the explained problem.
In the distance task, the student will create three different graphical visualisations of the data from the table of the previous distance task, in which he/she has processed the assessments achieved in the knowledge/sport activities implemented in schools or school facilities. They will add to the

graphical visualisation the title of the graph, the axis names as well as other parameters of the graph as they wish in the context of the readability of the graph.
In the distance task, the student applies an extended filter to the table from the previous distance task to display the student's name and grade attained in the context of the knowledge/sport activities carried out in the school or school facilities and filters to another location within the same worksheet/ workbook when defining specific filter conditions (e.g. grade attained below/above a set value, etc.). Within the framework of the distance task, the student will create through the Microsoft Sway application an original, dynamic and visually impressive presentation of the learning issue for the target group of pupils according to his/her own discretion in the intent of school teaching of the subjects of his/her apprenticeship at primary school/elementary school. The aim of the presentation to be realized by the student is to make it multimedia and at the same time attractive for the target group of pupils in terms of content. The scope of the presentation in Microsoft Sway must consist of at least 25 presentation views - cards with the subject content. To organize the presentation, the student should use its layout into sections, subsections and layers in order to increase the clarity of the presented topic for the student

**Recommended literature:**

Recommended reading:

ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava: Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. [Vyšlo ako elektronická publikácia]
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ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava : Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9
BREČKA, P. (2014). Interaktívne tabule v technickom vzdelávaní. IRIS, 140 s., ISBN: 978-80-8153-024-1
ŠTRBO, M. (2018). Tvorba prezentácií. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 45 s., ISBN 978-80-568-0179-6
Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 1 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.

**Past grade distribution**

Total number of evaluated students: 1631

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 37,95 | 0,0 | 23,24 | 14,84 | 9,38 | 7,66 | 6,93 |

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 09.11.2022

| |
|---|
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde002/22 | **Course title:**<br>Digital technologies 1 |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course

The course is completed by assessment, the weighting of the interim and final assessment is 100/0.

# active participation in seminars conducted by both face-to-face and distance learning methods;

# processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits;

# development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Present an original and visually impressive presentation of the educational content of the selected teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at Charles University; The structure of the presentation should be based on one of the templates from the library of customizable templates supported by Prezi Present; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defense of the project constitutes 20% of the total achievable point value and is a condition for the award of credits.

The rating is awarded on a scale:

A (100-91%, excellent - outstanding results),

B (90-81%, very good - above average standard),

C (80-73%, well - normal reliable work),

D (72-66%, satisfactory - acceptable results),

E (65-60%, sufficient - results meet minimum criteria),

Fx (59-0%, insufficient - extra work required)

For successful completion of the educational subject it is necessary to obtain at least 60 % of the score.

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments,

excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes and transferable competences:
The aim of the educational discipline Digital Technologies 1 is to develop digital skills of students of teacher-oriented study programmes at the Faculty of Education of the Charles University (hereinafter referred to as the Faculty of Education of the Charles University) to be able to effectively use an appropriate range of didactic software applications in the context of the concept of design and creation of interactive educational activities, knowledge quizzes and assignments, electronic portfolios, impressive didactic presentations, new interactive forms of teaching material and other pedagogical/school documentation usable in the intent of their future teaching profession at different levels of regional education in the Slovak Republic.
By completing the educational discipline Digital Technologies 1, the student has the competences and digital skills to effectively use the tools of the SMART Notebook software application and the SMART Lumio cloud environment by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom or in home conditions in the case of distance/hybrid education.
By completing the educational discipline, the student also has the competences and digital skills in the field of design and creation of mind maps through the tools of the Mindomo software application (or FreeMind, XMind) applicable in educational activities implemented in schools and educational institutions for the target group of intact pupils, as well as pupils with special educational needs in order to improve their communication skills and critical thinking.
By completing the educational discipline Digital Technologies 1, the student acquires professional digital competencies in the concept of design and creation of impressive non-linear presentations and interactive presentations of educational content implemented through the Prezi Present cloud

platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.
By completing the educational discipline Digital Technologies 1, the student has, last but not least, the competences and digital skills to effectively use the cloud platform Microsoft 365 with an emphasis on software applications Sway, Word and Excel by creating supplementary teaching materials for the needs of school teaching and maintaining the relevant pedagogical documentation.
The student masters the basic possibilities of using the online communication platform Microsoft Teams applicable in the implementation of distance learning at the level of regional education

**Class syllabus:**

The content of the educational discipline Digital Technologies 1 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.
Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.
Application of SMART Notebook software application and SMART Lumio cloud environment in the educational process
# We develop professional digital competences by the ability to effectively use the tools of the SMART Notebook desktop application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in the lesson in the school classroom or in the home environment in the case of distance/hybrid education;
# We acquire digital skills in working with the SMART response 2 tool supported by the SMART Notebook desktop application and the SMART Lumio cloud environment in the context of creating knowledge questions - selecting one correct answer from multiple answer alternatives, selecting multiple correct answers from multiple answer alternatives, selecting Yes/No answers, free-form questions - in test sessions designed to test the knowledge of pupils of regional education in the Slovak Republic;
# We are mastering the methodology of applying knowledge tests communicated to students through SMART response 2 in the SMART Notebook desktop application and gamification activities supported by the cloud environment SMART Lumio to the process of school teaching of subjects at the lower/upper secondary level of education;
# We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the SMART Board interactive whiteboard.
Topics:
# Basic functions and calibration of the SMART Board interactive touchscreen/tablet; Symptoms, causes and solutions to some of the problems encountered when using the SMART Board interactive touchscreen/tablet; Installing and updating the SMART Notebook desktop application; Creating a teacher's virtual classroom in the SMART platform;
# Creating and editing objects in the SMART Notebook environment; Using basic tools to support the presentation of processed content; Working with multimedia content from the SMART Gallery; Sharing your own content on the SMART Exchange website; Adding links to external educational resources; Adding sound to objects, Animating objects; Using and sharing your own content; Applying graphic content from other software applications - importing and editing objects;

Applying objects from the Lesson Activity Toolkit 2.0; Creating gamification activities in SMART Lab; SMART Response 2 - creating and administering knowledge tests/quizzes;
# Principles of Gamification; Gamification Elements in Educational Content; Some Results of Exact Studies on the Application of Gamification in Education; Application of Gamification in Education in Primary and Secondary Schools; Examples of Gamification Activities Used in the Teaching of Science, Social Studies, Art, Education and Vocational Education.
# Teacher/student login to SMART Lumio cloud platform account; Managing the library of learning activities; Creating gamification activities in SMART Lumio - SMART Lesson Activity Builder (Lab); Editing activities in edit mode; Making activities available to students - delivery mode; Sharing options for gamification activities;
# Setting up and converting a lesson page to a Handout or Workspace activity; Working with predefined graphical activity templates for use in activating student learning, inquiring about student knowledge, or reflecting; Sharing lessons with the created educational materials with students in SMART Lumio.
Within the distance assignment, the student will create a set of interactive learning/quiz activities and digital presentation material for the target group of learners with effective use of the widest possible range of tools, objects, pre-prepared templates, advanced functions, settings and features supported by the SMART Notebook authoring environment in a range of at least 10 presentation pages/activities. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.notebook format, the student shall indicate the methodology of their inclusion in the educational activities of the target group of pupils.
Within the distance assignment, the student will create a set of 10 gamification educational/quiz activities for the target group of students with effective use of pre-made templates and tools of the SMART Lumio cloud environment. The condition is that each type of gamification activity should only occur once in the created set of activities. In the accompanying document (a separate file of *.docx format) to the created gamification educational/quiz activities saved by the student, the student shall indicate the methodology of their application in the educational activities of the target group of pupils.
As part of the distance learning assignment, the student will create a 3-page set of pre-prepared content convertible to Handout format activities and a 3-page set of pre-prepared content convertible to Workspace format activities. In the accompanying document (a separate *.docx file) for the created Handout and Workspace activities stored in the SMART Lumio cloud, the student will indicate the methodology of their application to the educational activities of the target group of students.
Creating and using mind maps in the educational process with the support of digital solutions
# We develop professional digital competences by competence in the design and creation of mind maps through the tools of the software application Mindomo (or FreeMind/XMind), usable in our own educational activities implemented in schools and school facilities for the target group of intact pupils, as well as pupils with special educational needs in order to improve communication skills and critical thinking;
# We are mastering the methodology of applying mind maps communicated to students through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / high school;
Topics:
# Explanation of terminology in the field of mind/concept mapping; Desktop/cloud software applications for creating mind maps in the educational process at primary/ secondary schools; Functions and types of mind maps; Principles and principles of creating mind maps; Possibilities of using mind maps in the process of preparation for teaching and directly in the classroom;

Familiarization with the user environment of the Mindomo software application (or FreeMind/ XMind);
# Structuring a mind map; Inserting, editing and formatting nodes; Creating and formatting branches; Encrypted node; Editing multi-line nodes; Creating image nodes; Moving/copying nodes and groups of nodes in the map; Inserting annotations to nodes; Linking nodes with local links - independent linking of ideas; Hypertext linking of nodes to external information sources - links in nodes leading to external sources (web) or to local files on the local disk of the computer; Importing content into the mind map; Exporting the map to the output of different formats; Text search in the subnetwork of the current node; Mind maps and their use when working with pupils with SEN.
As part of the distance assignment, the student will design and create one mind map from any thematic area of school subject teaching in primary/elementary school. The focus of the mind map should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school/SHS in the intent of the approbation subjects that the student studies in the teacher education programmes at the Faculty of Education at the Charles University. In the mind map, tools and functions of the Mindomo (or FreeMind/XMind) application environment will be applied in the intent of the complexity of the explained issue. The student will justify in a brief written form the choice of the processed content/topic in the form of a mind map, their functionality and use in his/her educational activities.
Creation of non-linear presentations of educational content through the Prezi presentation platform supporting teacher's interpretation and systematization of students' knowledge
# We acquire professional digital competencies in the concept of design and creation of impressive non-linear presentations of educational content realized through the Prezi Present cloud platform Prezi applicable to our own pedagogical activities;
# We are mastering the methodology of applying the presentation of educational content communicated to pupils through Prezi Present to the process of school teaching of subjects of their approbation at primary school / high school;
Topics:
# Introduction of the software tool Prezi Present as a presentation platform - creation of trendy, effective presentations; Explanation and clarification of the terms used in the field of creating didactic presentations in the environment of Prezi Present; Possibilities of using the presentation application Prezi Present in the preparation and creation of supporting educational materials effectively usable in the teaching of their own subject; Presentation of examples of presentations used in teaching science, social science, art-educational and vocational educational disciplines; Illustrative comparison of differences between classical (Microsoft PowerPoint) and dynamic (Prezi Present) presentations;
# Theoretical background of presentation preparation and the system of selection of presented information; Basic steps of the procedure for creating didactic presentations in Prezi Present; Functionality of the online presentation tool Prezi Present; Creating dynamic presentations in Prezi Present - working with text and graphic objects; Creating topic/subtopic structures, changing the order of topics/subtopics, Creating depth and rotation effects; Inserting additional graphic visuals into a presentation in Prezi Present; Working in edit mode for main topics, subtopics and other presentation content; Creating visual effects and animations of presentation objects;
# Use of templates - change the design - colors, background, fonts; Inserting audio tracks on the background of individual topics/subtopics, the whole presentation; 3D presentations; Importing and editing PowerPoint presentations in Prezi Present; Sharing presentations with other users, sharing on social networks, on web portals; Exporting presentations to *.pdf and Portable Prezi (for off-line presentation); Export options and presentation size; Working with Prezi Present in off-line mode.
Within the distance assignment, the student will use the Prezi Present presentation tool to create an original didactic and visually engaging presentation of the educational content for the target group

of students. The focus of the presentation should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at the primary school / secondary school in the intent of the approbation subjects that the student is studying in the study programmes of teaching at the Faculty of Education of the Charles University. The presentation will be at least 30 presentation views (= topics at the highest hierarchical level, subtopics at lower hierarchical levels and stack structure pages) to a minimum hierarchical nesting depth of three.
Use of Microsoft 365 platform in teacher's pedagogical activity
# We develop professional digital competencies in the concept of design and creation of responsive presentations with educational content and emphasis on the cloud solution Microsoft Sway usable in educational activities implemented in schools or school facilities;
# We are mastering the methodology of applying the presentation of educational content communicated to pupils through Microsoft Sway to the process of school teaching of subjects of their approbation at primary school / secondary school;
# We hone professional digital skills to include the ability to effectively use a range of form content controls and ActiveX elements of Microsoft Word in the creation of interactive worksheets, tests and supplementary learning materials for pupils or other classroom agenda documents usable in the context of pedagogical activity;
# We are mastering the methodology of applying interactive worksheets communicated to pupils through Microsoft Word to the process of school teaching of subjects of their area of specialization at primary school / high school;
# Develop professional digital skills in the creation of large documents (such as letters, invitations, labels) through a mass correspondence tool usable in the maintenance of relevant pedagogical documentation;
# We develop professional digital skills in the creation of statistical calculations, compound expressions using functions for finding conditional frequency, sum, or arithmetic mean and techniques for addressing continuous and discontinuous areas in expressions/functions usable in the tabular processing of classroom data (student evaluations in knowledge or sports activities) supported by Microsoft Excel;
# We hone professional competencies to include the ability to effectively apply advanced conditions and techniques for conditional formatting of table records using functions;
# We extend digital skills to include the ability to effectively apply an advanced filtering tool to large tabular data by defining compound logical conditions (AND/OR), wildcards (*, ?), and a Subtotal function usable in maintaining appropriate pedagogical documentation;
# Develop professional digital skills in creating cumulative graphical visualizations of tabulated data in the context of changing attributes of individual chart elements;
# We apply other selected tools of the Microsoft 365 cloud platform, with an emphasis on the Microsoft Teams software application for teachers to use in conducting online learning activities.
Topics:
# A basic theoretical introduction to Microsoft cloud solutions;
# Sway presentation platform - creation of interactive school materials (portfolios), impressive presentations of educational content; Other possibilities of practical use of Microsoft Sway in educational activities; Concept of creating multimedia responsive presentations; Creating a new Sway, creating a Sway by importing an existing file/presentation, creating a Sway based on a template; Articulating presentation content; Options for inserting and formatting supported visuals via tabs; Grouping multimedia content; Influencing the appearance of a presentation; Changing the layout of content; Adapting specific elements to the style of a presentation; Exporting a presentation in *.pdf/*.docx; Additional options for setting up the presentation in Sway; Share Sway output from a personal Microsoft account; Share Sway output from an account assigned by the educational organization;

# Editing large text documents in the Microsoft Word environment - standard settings; Using tabs; Text blocks; Columns; Objects in text - equation editor; Tables in text; Editing a document using a style; Creating your own style and editing an existing style. Document Revision. Definition of the terms section and reference and possibilities of their use; Document revision and its use in writing term papers and qualification papers; Document structuring - dividing a document into sections, types of section breaks, page settings in sections, creating a header and footer in a document divided into sections; Possibilities of using a structured document within the agenda of a teaching staff member; Creating references - automatic content creation, content setup, content formatting, numbering figures and tables, creating a list of tables and figures, footnotes and endnotes, cross-references, citations and list of references used, creating a document index; Creating templates - the importance of a template type document. Electronic forms - what are form elements and what is their difference from ActiveX elements, settings of form elements, ActiveX element and its settings, Form security; Application of the acquired experience and skills of working with Microsoft Word text editor in creating documents useful in own pedagogical activities; Creation of large documents - letters, invitations, labels - by means of the tool of mass correspondence useful in the framework of keeping the relevant pedagogical documentation.
# Working with tabular data in Microsoft Excel; Inserting data into cells; Predefined and custom data format; Working with cells - moving, cutting, copying; Bulk filling of data and creating expressions/patterns; Applying elementary functions; Modifying function parameters; Modifying table appearance; Sorting tabular data; Data lists - creating custom lists; Increasing values. Rounding; Absolute and relative cell addressing; Hiding table values; Notes in cells; Working with large data - automatic and extended data filter, Subtotal function; Operations between sheets; Conditional formatting of table data; More advanced functions - If, Count, CountIf, SumIf, SumIfS, AverageIfS; Contingency table; Search functions; Creating forms.
# We get familiar with the Microsoft Teams online communication platform environment; Creating teams; Creating a pure team in MS Teams; Creating teams from an existing team and basic team customization; Creating a team from an Office 365 Group; Setting up and managing teams; Managing team members; Managing teams in bulk; Guest in a Team Class; Invitation from MS Teams; Channels; Cards; Creating your first online lesson; Creating a link to a lesson; Connecting students to an online lesson; Running a lesson with MS Teams; Preparing a lesson outline; Presenting in MS Teams; Tools available during the implementation of an online lesson on the student's/teacher's side (e.g. Conversation panel; Reporting for a word; Downloading a list of participants, etc.); Course notes - notepad; Uploading files with educational content; Creating a shared file for pupils/students in the virtual classroom; Creating a quiz; Quiz evaluation, Quiz setup.
Within the distance task, the student will design and create a document in the form of an electronic workbook in Microsoft Word using a template and applying content controls and ActiveX elements - text field, drop-down field, drop-down list, comma field, option button, command button - usable in the context of teaching subjects of his/her area of specialization at primary school / high school.
Within the distance task, the student will create a table of fictitious evaluation of pupils in the framework of knowledge or sports activities implemented in schools or school facilities in the range of at least 20 rows and 10 columns, where the functions of the Microsoft Excel spreadsheet application will be used in the context of the complexity of the explained issue.
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graphical visualisation the title of the graph, the axis names as well as other parameters of the graph as they wish in the context of the readability of the graph.
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ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava: Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. [Vyšlo ako elektronická publikácia]
ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 [Vyšlo ako elektronická publikácia]
ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava : Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9
BREČKA, P. (2014). Interaktívne tabule v technickom vzdelávaní. IRIS, 140 s., ISBN: 978-80-8153-024-1
ŠTRBO, M. (2018). Tvorba prezentácií. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 45 s., ISBN 978-80-568-0179-6
Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 1 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.

**Past grade distribution**

Total number of evaluated students: 1631

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 37,95 | 0,0 | 23,24 | 14,84 | 9,38 | 7,66 | 6,93 |

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 09.11.2022

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|---|
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde012/22 | Digital technologies 2 |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde002/22 - Digital technologies 1

**Course requirements:**
Prerequisites: B-VUZde002 / Digital technologies 1
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
# active participation in seminars conducted by both face-to-face and distance learning methods;
# processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits;
# development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Video an original and visually impressive video presentation of the educational content of the selected teaching subject at primary school / secondary school in the context of the subjects that the student studies in the study programs of teaching at the Faculty of Education of Charles University; The structure of the video presentation should be based on the presentation created in the Prezi Present software application; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defence of the project constitutes 20% of the total achievable point value and is a condition for the award of credits.
The rating shall be awarded on a scale of
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the educational subject it is necessary to obtain at least 60 % of the score.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation

in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 70/30

**Learning outcomes:**
Learning outcomes and transferable competences:
The aim of the educational discipline Digital Technologies 2 is to develop digital skills in the field of work with selected software (desktop and cloud) didactic applications and to be able to apply them effectively in the context of their future teaching profession.
By completing the educational discipline Digital Technologies 2, the student has the competences and advanced digital skills to effectively use the tools of the software application ActivInspire and the cloud environment ClassFlow by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom or in home conditions in the case of distance/hybrid education.
By completing the educational discipline Digital Technologies 2, the student acquires advanced professional digital competences in the concept of design and creation of interactive video presentations of educational content implemented through Prezi Present and Prezi Video cloud platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.
By completing the educational discipline, the student acquires competence and advanced digital skills in the concept of design, creation and administration of (gamification) quiz and educational activities and knowledge games with dynamic elements created through the cloud tool Socrative 2.0, Kahoot!, Wizer.me and Google Forms usable in own educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs.
By completing the educational discipline Digital Technologies 2, the student has, last but not least, competencies and advanced digital skills in the field of vector graphic creation in the environment of the cloud application Prezi Design in the implementation of the work activities of a pedagogical employee of regional education or his/her own professional development.

**Class syllabus:**

Brief outline of the course

The content of the educational discipline Digital Technologies 2 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.content structure of the discipline can be adapted to the current requirements of practice and students.

Application of ActivInspire software application and ClassFlow cloud environment in the educational process

# We master the principle and methodology of working with selected (Promethean World Ltd) digital didactic resources designed to support interactive teaching of subjects of its approbation in primary and secondary schools;

# We develop professional digital competences by the ability to effectively use the software tools of the ActivInspire desktop application and the ClassFlow cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in a lesson in the school classroom or in home conditions in the case of distance/hybrid education; In the context of the above activity, the trainee is also expected to learn the methodology for applying the activities developed in the school classroom;

# We gain knowledge about desktop digital voting solutions and (trendy) cloud-based applications for creating knowledge tests/quizzes currently available on the market as an interactive didactic means of teaching, advantages and disadvantages of their deployment in the teaching process in the field of regional education;

# We acquire digital skills in creating, editing and administering knowledge tests through voting sessions and supported by the ActivInspire software application and ActivExpression2 digital voting device to stimulate pupil activation and attention in the classroom; We use the ExpressPoll voting session; we use the question creation wizard to create test activities in the teacher stimulation; we implement the work with the question set wizard for processing at the pupil's own pace (voting session in the pupil stimulation) in the teaching of the subjects of his/her apprenticeship;

# We are mastering the methodology of applying the knowledge tests communicated to pupils through the ActivInspire application and the ActivExpression2 digital voting device to the process of school teaching of the subjects of their approbation in primary/ secondary schools;

# Develop skills in statistically processing the results of whole group voting activities into the ActivInspire demonstration workbook, as well as exporting them to Microsoft Excel;

# We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the ActivBoard interactive whiteboard.

Topics:

# Design of demonstration workbooks - options for setting up and customizing the ActivInspire work environment; Main toolbar - demonstration for familiarizing yourself with the most commonly used tools - ideas for their use in the creation of interactive educational content; Annotation mode on the desktop; Browsers in ActivInspire; Export/Import (*.flipchart) of demonstration workbooks; Teacher-student collaboration on the whiteboard - dual user mode;

# Adding additional graphical content to the ActivInspire demonstration workbook; Importing and exporting asset packages; Defining object properties; Using layers and layering: Blind Map, Magic Tunnel, Magic Ink - ideas for using them when designing educational activities aimed at the target

group of students; Adding and removing links to linked external files/internet resources; Creating and using grid features when designing educational activities; Creating interactive demonstration workbooks - creating containers; Working with actions; Suggestions for their use of selected actions in the creation of interactive materials usable in the educational process; Benefits of using profiles; Annotating the desktop; Using desktop tools; Working in dual user mode; Using mathematical and design tools; Demonstrations of the use of mathematical and design tools in the creation of interactive materials usable in the educational process;
# We extend professional digital competencies with the ability to effectively apply gamification educational activities through predefined templates - Sorting into categories, Crossword, Learning Cards, Assigning and Sorting items and other templates supported by the cloud-based ClassFlow application;
# Current trends in the application of digital voting solutions for education; Technological principle of digital voting systems; Possibilities of using digital voting systems in school teaching in primary schools / elementary schools ; Methodology of working with digital voting systems; Digital voting solutions - effective support of group cooperation in classrooms stimulating the learning process;
# We use the ActivExpression2 digital voting system in the classroom; Components of an intelligent digital voting solution; Registration of ActivExpression2 voting devices in ActivInspire; Voting Browser; Types of voting sessions and test questions supported by the ActivInspire software application and ActivExpression2 voting device; Working with voting session results in ActivInspire - viewing results in different formats; Exporting results from ExpressPoll from prepared questions and from a set of self-paced questions to Microsoft Excel; Suggestions for educational activities and games using ActivExpression2 voting devices to promote student activation and attention in the classroom.
Within the framework of the distance assignment, the student in the ActivInspire environment will develop a set of engaging learning activities, knowledge games, engaging presentations of educational content as new interactive forms of learning material supporting the activation and attention of students in the classroom. In conceptualising the design and development of the task, the learner will make use of as wide a range of available tools, functions, actions and features as possible. Within a developed demonstration workbook of at least 6 pages, the student will be expected to primarily use the container activity, magic ink, magic tunnel, set actions and constraints on objects, and apply the presentation tools of the ActivInspire environment. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.flipchart format, the student will indicate the methodology of their inclusion in the educational activities of the target group of pupils.
Within the distance assignment, the student will create a set of 10 gamification educational activities for the target group of students with the effective use of pre-prepared templates and tools of the ClassFlow cloud environment. In the accompanying document (a separate file of *.docx format) to the created gamification activities, the student will include the methodology of their integration into the educational activities of the target group of pupils.
Within the framework of the distance task, the student will create, through the ClassFlow cloud environment, a test activity conceived from 20 test questions of supported types with the potential possibility of its use in the teaching of the subjects of his/her apprenticeship to pupils at primary school / secondary school.
We create video presentations of educational content through the cloud application Prezi Video
# We develop professional digital competencies in the design and creation of compelling non-linear video presentations of educational content realized through Prezi Present and Prezi Video cloud platform Prezi by expressing visual ideas applicable to our own pedagogical activities;

# We are mastering the methodology of applying video presentation of educational content communicated to pupils through Prezi Video to the process of school teaching of subjects of its approbation at primary school / high school;
# We innovate didactic approaches to educational activities implemented in schools or educational institutions through immersive non-linear video presentations created in the cloud platform Prezi.
Topics:
# We create a video presentation in the Prezi Video online editor environment from scratch using the Quick record tool - selecting a suitable template, inserting text content and other graphic visuals; supplementing the video presentation with a recording of your own image and sound;
# We create a video presentation in the Prezi Video online editor environment by offering reusable videos recorded by other Prezi Video users;
# Creating a video presentation based on a Prezi Present; Adding an accompanying commentary; Adding a video with accompanying commentary.
Within the distance assignment, the student will create an original didactic and visually engaging video presentation of educational content of his/her choice for the target group of pupils, using the Prezi cloud platform (Prezi Present and Prezi Video), in a range of at least 20 presentation views, usable in teaching the subjects of his/her specialisation at primary school/junior high school.
# We use selected Web 2.0 software tools to obtain feedback from students participating in the school teaching process, in the case of students enrolled in distance (online) learning;
# We are expanding the knowledge framework in the field of application of gamification (game-based learning) as one of the innovative and activating methods applied in the educational process at the primary school level;
# We are expanding digital skills to include the ability to effectively use Socrative 2.0, a cloud-based application designed to create and manage knowledge/quiz activities in order to get immediate feedback from students participating in a lesson in the classroom or at home in the case of distance/ hybrid learning;
# We are mastering the methodology of applying knowledge/quiz activities communicated to students through Socrative 2.0 to the process of school teaching of subjects of their area of interest in primary schools;
# We extend professional digital competences with the ability to create gamification quiz activities and knowledge games through the online platform Kahoot! into the school learning process in a fun and playful way - transforming traditional knowledge testing through quizzes in an activating form using digital means;
# We acquire competencies in the application of the application methodology, in the Kahoot! author-prepared, gamified educational and quiz activities to the process of school teaching of subjects of their approbation in primary school / secondary school;
# We develop digital competences by the ability to effectively use the cloud tool Wizer.me for creating multimedia online worksheets with educational content for the target group of primary school pupils;
# We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Wizer.me to the process of school teaching of subjects of their approbation in primary school / secondary school;
# We master the principle and methodology of working with the cloud application Google Forms designed for the creation of online knowledge tests and research tools usable in the context of pedagogical activities;
Topics:
# Socratvive.com - a web-based tool for online testing of student knowledge; Free registration vs. benefits of paid registration for teachers; Creating a teacher/student account; Test administration panel in Socrative 2.0 - Creating a new test - question types for creating your own tests - multiple

choice, yes/no and short open answer; Managing teacher-created tests; Creating a copy of a test - a variant for a parallel group with slightly different questions; Deleting a test; Downloading a test to a document in *.pdf; Editing the created test; Importing a test from another teacher - sharing tests between teachers; Access to the results of all (already) completed tests; Modes of making the test available to pupils - immediate feedback: Instatnt Feedback; Teacher-controlled test; Selecting the ways of displaying the results; Defining the appearance of the test results - a general overview of all pupils with statistics of pupil's success and questions; Separate *.Separate pdf files for each pupil; Success statistics for each test question; Practical examples of administered tests in the Socrative 2.0 environment for different educational disciplines and learning topics;
# For the sake of brevity, the thematic focus of Kahoot! is analogous in content to the Socrative 2.0 application;
# Cloud Computing; Google Drive; Viewing Google Docs options; Description of the Google Forms environment - Questions tab; Creating a form; Editing the appearance of the form; Setting up the form as a quiz; Evaluating the data obtained from the form administration - Answers tab; Sending the form to respondents; Setting up Google Form sharing - in Google Drive and in the Google Forms editor; Setting up Google Form sharing for a user with an un-created Google account.
As part of the distance task, the student will create a knowledge test with ten multiple choice questions, ten yes/no questions and ten short free-form questions using the online software application Socrative. The focus of the knowledge test should be situated in a curricular issue of the student's choice falling within the educational content of the subject taught at primary/ secondary school, in the context of the subjects of interest that the student is studying in the teacher education programmes at PdF UK. The knowledge test defined in this way will be implemented by the student among his/her classmates in his/her educational group. As part of the distance assignment, the student will create a software application Kahoot! test activity made up of 20 knowledge questions of supported types. The focus of the test activity should be situated in a teaching issue of his/her own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student studies in the study programs of teaching at the Faculty of Education of the Charles University. The test activity defined in this way will be implemented by the student among the classmates of his/her educational group.
Within the distance assignment, the student will design and create an engaging multimedia worksheet with educational content for the target group of pupils in primary school / secondary school in the environment of the cloud tool Wizer.me; To the created digital graphic output (in a separate file format *.docx), the student will provide a methodology for its inclusion in the educational activities of the target group of pupils.
As part of the distance learning assignment, the student will create a knowledge quiz activity with a minimum of 15 questions of supported types via the Google Forms cloud application. The focus of the knowledge quiz should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at PdF UK. The knowledge quiz defined in this way will be implemented by the student among the classmates of his/her educational group.
Creation of digital graphic outputs in the environment of selected cloud applications
# Acquire digital competences by the ability to effectively use the Prezi Design cloud tool of the Prezi cloud platform to create multimedia posters with educational content intended for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;
# We develop digital competences by the ability to effectively use the cloud tool Glogster (edu.Glogster.com) for digital storytelling - creating engaging multimedia posters with educational content - designed for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;

# We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Prezi Design and Glogster to the school teaching of subjects that the student studies in the study programs of teaching at the Faculty of Education at Charles University.
Topics:
# Prezi Design as a comprehensive graphic design and data visualization tool; Template library; Creating and editing content by adding multimedia items in the editor; Adding, moving and layering objects; Using *.ppt, *.pdf and *.doc in Prezi Design; Implementing animated elements into the graphic content you create; Creating visual effects to images by applying masks and filters; Adding links to text objects, graphics and shapes; Multi-page design; Linking text, images, icons and shapes to pages and sections; Sharing content created in Prezi Design with your audience on social media using private or public links; Collaborating in the Prezi Design environment; Adding/removing collaborators; Adding an entire team of collaborators; Collaborating in real time;
# Creating and editing engaging data visualizations using maps; Creating a social post - adding and editing content, adding animation to the content of the post being created; Downloading and sharing the created content for publishing purposes;
# Creating infographics for visual representation of information and data, Adding and editing content; Creating gif and mp4 videos in the Prezi Design environment; Embedding videos from Prezi Video into Prezi Design; Adding videos to Prezi Design and editing settings; Media integrations in Prezi Design - adding content from Prezi Video to projects.
Within the distance task, the student will design and create in the cloud tool Prezi Design an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects, which the student studies in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format *.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students.
Within the distance task, the student will design and create in the cloud tool edu.Glogster an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format *.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students

**Recommended literature:**

Recommended reading:
ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava: Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Inovativne_digitalne_riesenia.pdf
ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Pouzivame_SMART_Learning_Suite.pdf
ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava: Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9.
LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese, Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 s., ISBN 978-80-565-1444-3
Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 2 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
: The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.

**Past grade distribution**
Total number of evaluated students: 85

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 37,65 | 0,0 | 30,59 | 18,82 | 4,71 | 2,35 | 5,88 |

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde012/22 | Digital technologies 2 |

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

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde002/22 - Digital technologies 1

**Course requirements:**
Prerequisites: B-VUZde002 / Digital technologies 1
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
# active participation in seminars conducted by both face-to-face and distance learning methods;
# processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits;
# development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Video an original and visually impressive video presentation of the educational content of the selected teaching subject at primary school / secondary school in the context of the subjects that the student studies in the study programs of teaching at the Faculty of Education of Charles University; The structure of the video presentation should be based on the presentation created in the Prezi Present software application; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defence of the project constitutes 20% of the total achievable point value and is a condition for the award of credits.
The rating shall be awarded on a scale of
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the educational subject it is necessary to obtain at least 60 % of the score.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation

in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 70/30

**Learning outcomes:**
Learning outcomes and transferable competences:
The aim of the educational discipline Digital Technologies 2 is to develop digital skills in the field of work with selected software (desktop and cloud) didactic applications and to be able to apply them effectively in the context of their future teaching profession.
By completing the educational discipline Digital Technologies 2, the student has the competences and advanced digital skills to effectively use the tools of the software application ActivInspire and the cloud environment ClassFlow by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom or in home conditions in the case of distance/hybrid education.
By completing the educational discipline Digital Technologies 2, the student acquires advanced professional digital competences in the concept of design and creation of interactive video presentations of educational content implemented through Prezi Present and Prezi Video cloud platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.
By completing the educational discipline, the student acquires competence and advanced digital skills in the concept of design, creation and administration of (gamification) quiz and educational activities and knowledge games with dynamic elements created through the cloud tool Socrative 2.0, Kahoot!, Wizer.me and Google Forms usable in own educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs.
By completing the educational discipline Digital Technologies 2, the student has, last but not least, competencies and advanced digital skills in the field of vector graphic creation in the environment of the cloud application Prezi Design in the implementation of the work activities of a pedagogical employee of regional education or his/her own professional development.

**Class syllabus:**

Brief outline of the course

The content of the educational discipline Digital Technologies 2 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.content structure of the discipline can be adapted to the current requirements of practice and students.

Application of ActivInspire software application and ClassFlow cloud environment in the educational process

# We master the principle and methodology of working with selected (Promethean World Ltd) digital didactic resources designed to support interactive teaching of subjects of its approbation in primary and secondary schools;

# We develop professional digital competences by the ability to effectively use the software tools of the ActivInspire desktop application and the ClassFlow cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in a lesson in the school classroom or in home conditions in the case of distance/hybrid education; In the context of the above activity, the trainee is also expected to learn the methodology for applying the activities developed in the school classroom;

# We gain knowledge about desktop digital voting solutions and (trendy) cloud-based applications for creating knowledge tests/quizzes currently available on the market as an interactive didactic means of teaching, advantages and disadvantages of their deployment in the teaching process in the field of regional education;

# We acquire digital skills in creating, editing and administering knowledge tests through voting sessions and supported by the ActivInspire software application and ActivExpression2 digital voting device to stimulate pupil activation and attention in the classroom; We use the ExpressPoll voting session; we use the question creation wizard to create test activities in the teacher stimulation; we implement the work with the question set wizard for processing at the pupil's own pace (voting session in the pupil stimulation) in the teaching of the subjects of his/her apprenticeship;

# We are mastering the methodology of applying the knowledge tests communicated to pupils through the ActivInspire application and the ActivExpression2 digital voting device to the process of school teaching of the subjects of their approbation in primary/ secondary schools;

# Develop skills in statistically processing the results of whole group voting activities into the ActivInspire demonstration workbook, as well as exporting them to Microsoft Excel;

# We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the ActivBoard interactive whiteboard.

Topics:

# Design of demonstration workbooks - options for setting up and customizing the ActivInspire work environment; Main toolbar - demonstration for familiarizing yourself with the most commonly used tools - ideas for their use in the creation of interactive educational content; Annotation mode on the desktop; Browsers in ActivInspire; Export/Import (*.flipchart) of demonstration workbooks; Teacher-student collaboration on the whiteboard - dual user mode;

# Adding additional graphical content to the ActivInspire demonstration workbook; Importing and exporting asset packages; Defining object properties; Using layers and layering: Blind Map, Magic Tunnel, Magic Ink - ideas for using them when designing educational activities aimed at the target

group of students; Adding and removing links to linked external files/internet resources; Creating and using grid features when designing educational activities; Creating interactive demonstration workbooks - creating containers; Working with actions; Suggestions for their use of selected actions in the creation of interactive materials usable in the educational process; Benefits of using profiles; Annotating the desktop; Using desktop tools; Working in dual user mode; Using mathematical and design tools; Demonstrations of the use of mathematical and design tools in the creation of interactive materials usable in the educational process;
# We extend professional digital competencies with the ability to effectively apply gamification educational activities through predefined templates - Sorting into categories, Crossword, Learning Cards, Assigning and Sorting items and other templates supported by the cloud-based ClassFlow application;
# Current trends in the application of digital voting solutions for education; Technological principle of digital voting systems; Possibilities of using digital voting systems in school teaching in primary schools / elementary schools ; Methodology of working with digital voting systems; Digital voting solutions - effective support of group cooperation in classrooms stimulating the learning process;
# We use the ActivExpression2 digital voting system in the classroom; Components of an intelligent digital voting solution; Registration of ActivExpression2 voting devices in ActivInspire; Voting Browser; Types of voting sessions and test questions supported by the ActivInspire software application and ActivExpression2 voting device; Working with voting session results in ActivInspire - viewing results in different formats; Exporting results from ExpressPoll from prepared questions and from a set of self-paced questions to Microsoft Excel; Suggestions for educational activities and games using ActivExpression2 voting devices to promote student activation and attention in the classroom.
Within the framework of the distance assignment, the student in the ActivInspire environment will develop a set of engaging learning activities, knowledge games, engaging presentations of educational content as new interactive forms of learning material supporting the activation and attention of students in the classroom. In conceptualising the design and development of the task, the learner will make use of as wide a range of available tools, functions, actions and features as possible. Within a developed demonstration workbook of at least 6 pages, the student will be expected to primarily use the container activity, magic ink, magic tunnel, set actions and constraints on objects, and apply the presentation tools of the ActivInspire environment. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.flipchart format, the student will indicate the methodology of their inclusion in the educational activities of the target group of pupils.
Within the distance assignment, the student will create a set of 10 gamification educational activities for the target group of students with the effective use of pre-prepared templates and tools of the ClassFlow cloud environment. In the accompanying document (a separate file of *.docx format) to the created gamification activities, the student will include the methodology of their integration into the educational activities of the target group of pupils.
Within the framework of the distance task, the student will create, through the ClassFlow cloud environment, a test activity conceived from 20 test questions of supported types with the potential possibility of its use in the teaching of the subjects of his/her apprenticeship to pupils at primary school / secondary school.
We create video presentations of educational content through the cloud application Prezi Video
# We develop professional digital competencies in the design and creation of compelling non-linear video presentations of educational content realized through Prezi Present and Prezi Video cloud platform Prezi by expressing visual ideas applicable to our own pedagogical activities;

# We are mastering the methodology of applying video presentation of educational content communicated to pupils through Prezi Video to the process of school teaching of subjects of its approbation at primary school / high school;
# We innovate didactic approaches to educational activities implemented in schools or educational institutions through immersive non-linear video presentations created in the cloud platform Prezi.
Topics:
# We create a video presentation in the Prezi Video online editor environment from scratch using the Quick record tool - selecting a suitable template, inserting text content and other graphic visuals; supplementing the video presentation with a recording of your own image and sound;
# We create a video presentation in the Prezi Video online editor environment by offering reusable videos recorded by other Prezi Video users;
# Creating a video presentation based on a Prezi Present; Adding an accompanying commentary; Adding a video with accompanying commentary.
Within the distance assignment, the student will create an original didactic and visually engaging video presentation of educational content of his/her choice for the target group of pupils, using the Prezi cloud platform (Prezi Present and Prezi Video), in a range of at least 20 presentation views, usable in teaching the subjects of his/her specialisation at primary school/junior high school.
# We use selected Web 2.0 software tools to obtain feedback from students participating in the school teaching process, in the case of students enrolled in distance (online) learning;
# We are expanding the knowledge framework in the field of application of gamification (game-based learning) as one of the innovative and activating methods applied in the educational process at the primary school level;
# We are expanding digital skills to include the ability to effectively use Socrative 2.0, a cloud-based application designed to create and manage knowledge/quiz activities in order to get immediate feedback from students participating in a lesson in the classroom or at home in the case of distance/ hybrid learning;
# We are mastering the methodology of applying knowledge/quiz activities communicated to students through Socrative 2.0 to the process of school teaching of subjects of their area of interest in primary schools;
# We extend professional digital competences with the ability to create gamification quiz activities and knowledge games through the online platform Kahoot! into the school learning process in a fun and playful way - transforming traditional knowledge testing through quizzes in an activating form using digital means;
# We acquire competencies in the application of the application methodology, in the Kahoot! author-prepared, gamified educational and quiz activities to the process of school teaching of subjects of their approbation in primary school / secondary school;
# We develop digital competences by the ability to effectively use the cloud tool Wizer.me for creating multimedia online worksheets with educational content for the target group of primary school pupils;
# We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Wizer.me to the process of school teaching of subjects of their approbation in primary school / secondary school;
# We master the principle and methodology of working with the cloud application Google Forms designed for the creation of online knowledge tests and research tools usable in the context of pedagogical activities;
Topics:
# Socratvive.com - a web-based tool for online testing of student knowledge; Free registration vs. benefits of paid registration for teachers; Creating a teacher/student account; Test administration panel in Socrative 2.0 - Creating a new test - question types for creating your own tests - multiple

choice, yes/no and short open answer; Managing teacher-created tests; Creating a copy of a test - a variant for a parallel group with slightly different questions; Deleting a test; Downloading a test to a document in *.pdf; Editing the created test; Importing a test from another teacher - sharing tests between teachers; Access to the results of all (already) completed tests; Modes of making the test available to pupils - immediate feedback: Instatnt Feedback; Teacher-controlled test; Selecting the ways of displaying the results; Defining the appearance of the test results - a general overview of all pupils with statistics of pupil's success and questions; Separate *.Separate pdf files for each pupil; Success statistics for each test question; Practical examples of administered tests in the Socrative 2.0 environment for different educational disciplines and learning topics;
# For the sake of brevity, the thematic focus of Kahoot! is analogous in content to the Socrative 2.0 application;
# Cloud Computing; Google Drive; Viewing Google Docs options; Description of the Google Forms environment - Questions tab; Creating a form; Editing the appearance of the form; Setting up the form as a quiz; Evaluating the data obtained from the form administration - Answers tab; Sending the form to respondents; Setting up Google Form sharing - in Google Drive and in the Google Forms editor; Setting up Google Form sharing for a user with an un-created Google account.
As part of the distance task, the student will create a knowledge test with ten multiple choice questions, ten yes/no questions and ten short free-form questions using the online software application Socrative. The focus of the knowledge test should be situated in a curricular issue of the student's choice falling within the educational content of the subject taught at primary/ secondary school, in the context of the subjects of interest that the student is studying in the teacher education programmes at PdF UK. The knowledge test defined in this way will be implemented by the student among his/her classmates in his/her educational group. As part of the distance assignment, the student will create a software application Kahoot! test activity made up of 20 knowledge questions of supported types. The focus of the test activity should be situated in a teaching issue of his/her own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student studies in the study programs of teaching at the Faculty of Education of the Charles University. The test activity defined in this way will be implemented by the student among the classmates of his/her educational group.
Within the distance assignment, the student will design and create an engaging multimedia worksheet with educational content for the target group of pupils in primary school / secondary school in the environment of the cloud tool Wizer.me; To the created digital graphic output (in a separate file format *.docx), the student will provide a methodology for its inclusion in the educational activities of the target group of pupils.
As part of the distance learning assignment, the student will create a knowledge quiz activity with a minimum of 15 questions of supported types via the Google Forms cloud application. The focus of the knowledge quiz should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at PdF UK. The knowledge quiz defined in this way will be implemented by the student among the classmates of his/her educational group.
Creation of digital graphic outputs in the environment of selected cloud applications
# Acquire digital competences by the ability to effectively use the Prezi Design cloud tool of the Prezi cloud platform to create multimedia posters with educational content intended for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;
# We develop digital competences by the ability to effectively use the cloud tool Glogster (edu.Glogster.com) for digital storytelling - creating engaging multimedia posters with educational content - designed for the target group of pupils in primary schools / secondary schools by expressing their own visual ideas;

# We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Prezi Design and Glogster to the school teaching of subjects that the student studies in the study programs of teaching at the Faculty of Education at Charles University.
Topics:
# Prezi Design as a comprehensive graphic design and data visualization tool; Template library; Creating and editing content by adding multimedia items in the editor; Adding, moving and layering objects; Using *.ppt, *.pdf and *.doc in Prezi Design; Implementing animated elements into the graphic content you create; Creating visual effects to images by applying masks and filters; Adding links to text objects, graphics and shapes; Multi-page design; Linking text, images, icons and shapes to pages and sections; Sharing content created in Prezi Design with your audience on social media using private or public links; Collaborating in the Prezi Design environment; Adding/removing collaborators; Adding an entire team of collaborators; Collaborating in real time;
# Creating and editing engaging data visualizations using maps; Creating a social post - adding and editing content, adding animation to the content of the post being created; Downloading and sharing the created content for publishing purposes;
# Creating infographics for visual representation of information and data, Adding and editing content; Creating gif and mp4 videos in the Prezi Design environment; Embedding videos from Prezi Video into Prezi Design; Adding videos to Prezi Design and editing settings; Media integrations in Prezi Design - adding content from Prezi Video to projects.
Within the distance task, the student will design and create in the cloud tool Prezi Design an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects, which the student studies in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format *.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students.
Within the distance task, the student will design and create in the cloud tool edu.Glogster an engaging digital poster with multiMedial educational content usable in teaching in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education of the Charles University; To the created digital graphic output (in a special file format *.docx) the student will provide a methodology for its inclusion in the educational activities of the target group of students

**Recommended literature:**

Recommended reading:
ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava: Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Inovativne_digitalne_riesenia.pdf
ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Pouzivame_SMART_Learning_Suite.pdf
ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava: Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9.
LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese, Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 s., ISBN 978-80-565-1444-3
Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 2 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
: The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.

**Past grade distribution**
Total number of evaluated students: 85

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 37,65 | 0,0 | 30,59 | 18,82 | 4,71 | 2,35 | 5,88 |

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde013/22 | Digital technologies 3 |

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

**Number of credits:** 3

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde012/22 - Digital technologies 2

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 3

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 66,67 | 0,0 | 33,33 | 0,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 22.04.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde013/22 | Digital technologies 3 |

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

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde012/22 - Digital technologies 2

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 3

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 66,67 | 0,0 | 33,33 | 0,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 22.04.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde037/22 | Educational counselling |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. Students are required to complete a midterm paper for 40 points and a midterm test for 60 points, for a total of 100 points. The condition for successful completion of the course is obtaining at least 60% of the maximum possible grade for the course. The grade is awarded on a scale:
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning objectives and outcomes and transferable competences:
The aim of the course Educational Counselling is to provide students with an initial framework of knowledge in the field of the educational counselling system. Upon successful completion of the course, students will be able to navigate the school counseling system. They understand the place and role of the guidance counselor in the guidance system and master the prerequisites for the position of guidance counselor. Know the differences in the responsibilities of the class teacher, guidance counsellor or school counsellor in providing guidance on educational issues. They know the methods of educational counselling. They know strategies for the prevention of problem behaviour and understand their importance. They are able to apply the acquired knowledge in solving specific problem situations in educational practice. They are oriented in school career guidance. They are able to describe and interpret the importance of school cooperation with educational guidance and prevention institutions, social and legal protection bodies and others.
Transferable competences: by analysing, solving and discussing seminar assignments, students will be able to communicate their conclusions, think critically and think in context.

**Class syllabus:**
1. School guidance system.
2.Framework for the work of the educational advisor, professional and personal qualifications of the educational advisor, education of the educational advisor.
3. The class teacher and his/her role in counselling pupils and legal representatives in education and training.
4. Methods of work in educational counselling.
5. Strategies to prevent problem behaviour of pupils.
6. Addressing the educational difficulties of pupils.
7. Methods and possibilities of intervention of problem behaviour of pupils.
8. Career counselling.
9. Educational counselling in the field of care for gifted pupils.
10. Cooperation of the school with other institutions, family. Social and legal protection of children and youth.

**Recommended literature:**
Compulsory reading:
HORVÁTHOVÁ, K. (2002). Aktuálne otázky výchovného poradenstva v školskej praxi. Bratislava: MPC Tomášikova, 57 s. ISBN 80-88796-25-3.
KNOTOVÁ, D. a kol. (2014). Školní poradenství. Praha: Grada. 258 s. ISBN 978-80-247-4502-2
Recommended reading:
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IRIS. 144 s. ISBN 978-80-8200-034-7

FERKOVÁ, Š. (2015), Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13., č. 4. s. 37 – 34.
KYRIACOU, CH. (2003). Řešení výchovných problémů ve škole. Praha: Portál, 151 s. ISBN 80-7178-945-3.
ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 22-36. ISSN 1805-8825.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**
Total number of evaluated students: 242

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 28,1 | 0,0 | 31,82 | 21,07 | 9,09 | 7,44 | 2,48 |

**Lecturers:** Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde037/22 | Educational counselling |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. Students are required to complete a midterm paper for 40 points and a midterm test for 60 points, for a total of 100 points. The condition for successful completion of the course is obtaining at least 60% of the maximum possible grade for the course. The grade is awarded on a scale:
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning objectives and outcomes and transferable competences:
The aim of the course Educational Counselling is to provide students with an initial framework of knowledge in the field of the educational counselling system. Upon successful completion of the course, students will be able to navigate the school counseling system. They understand the place and role of the guidance counselor in the guidance system and master the prerequisites for the position of guidance counselor. Know the differences in the responsibilities of the class teacher, guidance counsellor or school counsellor in providing guidance on educational issues. They know the methods of educational counselling. They know strategies for the prevention of problem behaviour and understand their importance. They are able to apply the acquired knowledge in solving specific problem situations in educational practice. They are oriented in school career guidance. They are able to describe and interpret the importance of school cooperation with educational guidance and prevention institutions, social and legal protection bodies and others.
Transferable competences: by analysing, solving and discussing seminar assignments, students will be able to communicate their conclusions, think critically and think in context.

**Class syllabus:**
1. School guidance system.
2.Framework for the work of the educational advisor, professional and personal qualifications of the educational advisor, education of the educational advisor.
3. The class teacher and his/her role in counselling pupils and legal representatives in education and training.
4. Methods of work in educational counselling.
5. Strategies to prevent problem behaviour of pupils.
6. Addressing the educational difficulties of pupils.
7. Methods and possibilities of intervention of problem behaviour of pupils.
8. Career counselling.
9. Educational counselling in the field of care for gifted pupils.
10. Cooperation of the school with other institutions, family. Social and legal protection of children and youth.

**Recommended literature:**
Compulsory reading:
HORVÁTHOVÁ, K. (2002). Aktuálne otázky výchovného poradenstva v školskej praxi. Bratislava: MPC Tomášikova, 57 s. ISBN 80-88796-25-3.
KNOTOVÁ, D. a kol. (2014). Školní poradenství. Praha: Grada. 258 s. ISBN 978-80-247-4502-2
Recommended reading:
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IRIS. 144 s. ISBN 978-80-8200-034-7

FERKOVÁ, Š. (2015), Skúsenosti s využitím influenčného programu zameraného na elimináciu rizikového správania žiakov v škole. In Prevencia. roč. 13., č. 4. s. 37 – 34.
KYRIACOU, CH. (2003). Řešení výchovných problémů ve škole. Praha: Portál, 151 s. ISBN 80-7178-945-3.
ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 22-36. ISSN 1805-8825.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**
Total number of evaluated students: 242

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 28,1 | 0,0 | 31,82 | 21,07 | 9,09 | 7,44 | 2,48 |

**Lecturers:** Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde030/22 | Environmetal education |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will be evaluated on an ongoing basis:
a) defending a term paper with the content of current environmental problems on the territory of the Slovak Republic as well as environmental problems that are solved globally with a maximum value of 20 points
b) its elaboration in the form of analysis and critical evaluation of the chosen environmental issue, in the form of creating reflections from each presented environmental topic and application of the chosen topic to the education of pupils with a maximum value of 80 points.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who obtains less than 40 points in a seminar paper and fails to defend the paper. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student can work well with professional literature dealing with the issue of current environmental problems not only in the Slovak Republic but also at the global level, can critically evaluate environmental problems in society and create appropriate activating methods for the environmental problem usable in pedagogical practice
B (90-81%, very good - above average standard), excellent performance, the student can work with the literature dealing with the issues of current environmental problems not only in the Slovak Republic but also at the global level very well, but critical thinking in the field of environmental science is borderline, but can create appropriate activating methods for the environmental problem usable in pedagogical practice
C (80-73%, good - normal reliable work), good performance, the student can work well with literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, but critical thinking in the field of environmental science is partially absent, but can create appropriate activating methods for the environmental problem usable in pedagogical practice

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student can only partially work with professional literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, critical thinking in the field of environmental science is partially absent and only partially knows how to apply environmental theory in the form of the creation of activating methods in pedagogical practice
E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student can work with the literature dealing with current environmental problems not only in the Slovak Republic but also at the global level at a minimum level, critical thinking in the field of environmental science is absent and his ability to apply environmental theory in the form of creating activating methods in pedagogical practice is minimal
Fx (59-0%, insufficient - additional work required), insufficient performance, student is unable to work with literature dealing with current environmental issues not only in the Slovak Republic but also on a global level, nor critically evaluate environmental issues and is unable to apply environmental theory in the form of creating activating methods to pedagogical practice
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Learning outcomes and transferable competences:
Upon completion of the course, the student will gain basic information on nature conservation, quality of life assurance and remediation options, which will subsequently enable him/her to solve problems in environmental issues. He will be able to apply all this knowledge to teaching practice; he will strengthen his digital skills in searching for literature on environmental issues on appropriate professional domestic and foreign Internet portals, as well as his communication skills, critical thinking and evaluation of environmental problems in society.

**Class syllabus:**

Brief outline of the course:
1. Ecology. (the student can distinguish between the concepts of ecology and environmental science, knows the relationships of organisms in the environment and how endogenous and exogenous factors affect the environment)
2. Stability and biodiversity of ecosystems. Protected areas. Regulation of trophic chains. Anthropocentrism, biocentrism and ecocentrism. (the student will learn to perceive the interconnectedness of relationships in nature, the sensitivity of ecosystem stability, how this stability is affected by man himself and ultimately be able to take a stance on the protection of individual ecosystems for the need to maintain balance in nature)
3. Waste management. (the student will get acquainted with the issues of waste management, the creation and regulation of the amount of waste in society, the problem of black dumps but also with the process of recycling as an option for environmental protection)
4. Transport and the greenhouse effect. (the student is able to assess the negative impact of transport use on the environment and is able to adopt the right attitude to dealing with the issue in terms of protecting the environment in which he/she lives)
5. Environmental education in primary schools. Environmental projects of the Slovak Republic. (The student knows how to incorporate environmental education as a cross-cutting theme in the state educational programme, knows how environmental education contributes to the development of the pupil's personality by acquiring the ability to understand, analyse and evaluate the relationships between man and his environment on the basis of knowledge of the laws governing life on Earth, to know and understand the connections between the development of human population and the relationship to the environment in different areas of the world, to understand the connections between local and global problems and their own responsibility in relation to the environment, ultimately the student will also become familiar with the current environmental projects of the

Slovak Republic that support this education at primary school and will be able to bring the environmental problems to the student's mental level by appropriate activating methods)

**Recommended literature:**

Recommended reading:

CHRENŠČOVÁ, V., ELEK, Š., FUCHSOVÁ, M., MATIS, D., ŽARNOVIČAN, H. (2010). Pracovný zošit o vode pre základné školy - nižšie sekundárne vzdelávanie : Vzdelávací program Modrá škola. Bratislava Mladí vedci Slovenska, 31 s. ISBN 978-80-970496-2-1 http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf

CHRENŠČOVÁ, V., ELEK, Š., ELEK, T., FUCHSOVÁ, M., JASAŇ, I., LIBOVIČ, M., MATIS, D., ŽARNOVIČAN, H. (2010). Doplnkové študijné texty o vode pre základné školy - nižšie sekundárne vzdelávanie: Vzdelávací program Modrá škola. Bratislava: Mladí vedci Slovenska, 64 s. ISBN 978-80-970496-1-4 http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf

BIELIKOVÁ, D., FÜRY, D., FUCHSOVÁ, M. (2011) Environmentálne aktivity využiteľné vo výchovno-vzdelávacom procese na základných školách. In: Envirohorizonty ... od teórie k praxi .... Bratislava: Univerzita Komenského, 20 s, ISBN 978-80-223-3083-1

MAJZLAN, O. A FEDOR, P. (2012). Základy ekológie a environmentalistiky pre pedagogické smery. Bratislava: Univerzita Komenského, 180 s. ISBN 978-80-223-3175-3

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 419

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 66,11 | 0,0 | 21,96 | 6,44 | 0,72 | 0,72 | 4,06 |

**Lecturers:** Mgr. Mária Fuchsová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde030/22 | Environmetal education |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will be evaluated on an ongoing basis:
a) defending a term paper with the content of current environmental problems on the territory of the Slovak Republic as well as environmental problems that are solved globally with a maximum value of 20 points
b) its elaboration in the form of analysis and critical evaluation of the chosen environmental issue, in the form of creating reflections from each presented environmental topic and application of the chosen topic to the education of pupils with a maximum value of 80 points.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who obtains less than 40 points in a seminar paper and fails to defend the paper. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student can work well with professional literature dealing with the issue of current environmental problems not only in the Slovak Republic but also at the global level, can critically evaluate environmental problems in society and create appropriate activating methods for the environmental problem usable in pedagogical practice
B (90-81%, very good - above average standard), excellent performance, the student can work with the literature dealing with the issues of current environmental problems not only in the Slovak Republic but also at the global level very well, but critical thinking in the field of environmental science is borderline, but can create appropriate activating methods for the environmental problem usable in pedagogical practice
C (80-73%, good - normal reliable work), good performance, the student can work well with literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, but critical thinking in the field of environmental science is partially absent, but can create appropriate activating methods for the environmental problem usable in pedagogical practice

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student can only partially work with professional literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, critical thinking in the field of environmental science is partially absent and only partially knows how to apply environmental theory in the form of the creation of activating methods in pedagogical practice
E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student can work with the literature dealing with current environmental problems not only in the Slovak Republic but also at the global level at a minimum level, critical thinking in the field of environmental science is absent and his ability to apply environmental theory in the form of creating activating methods in pedagogical practice is minimal
Fx (59-0%, insufficient - additional work required), insufficient performance, student is unable to work with literature dealing with current environmental issues not only in the Slovak Republic but also on a global level, nor critically evaluate environmental issues and is unable to apply environmental theory in the form of creating activating methods to pedagogical practice
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Learning outcomes and transferable competences:
Upon completion of the course, the student will gain basic information on nature conservation, quality of life assurance and remediation options, which will subsequently enable him/her to solve problems in environmental issues. He will be able to apply all this knowledge to teaching practice; he will strengthen his digital skills in searching for literature on environmental issues on appropriate professional domestic and foreign Internet portals, as well as his communication skills, critical thinking and evaluation of environmental problems in society.

**Class syllabus:**

Brief outline of the course:
1. Ecology. (the student can distinguish between the concepts of ecology and environmental science, knows the relationships of organisms in the environment and how endogenous and exogenous factors affect the environment)
2. Stability and biodiversity of ecosystems. Protected areas. Regulation of trophic chains. Anthropocentrism, biocentrism and ecocentrism. (the student will learn to perceive the interconnectedness of relationships in nature, the sensitivity of ecosystem stability, how this stability is affected by man himself and ultimately be able to take a stance on the protection of individual ecosystems for the need to maintain balance in nature)
3. Waste management. (the student will get acquainted with the issues of waste management, the creation and regulation of the amount of waste in society, the problem of black dumps but also with the process of recycling as an option for environmental protection)
4. Transport and the greenhouse effect. (the student is able to assess the negative impact of transport use on the environment and is able to adopt the right attitude to dealing with the issue in terms of protecting the environment in which he/she lives)
5. Environmental education in primary schools. Environmental projects of the Slovak Republic. (The student knows how to incorporate environmental education as a cross-cutting theme in the state educational programme, knows how environmental education contributes to the development of the pupil's personality by acquiring the ability to understand, analyse and evaluate the relationships between man and his environment on the basis of knowledge of the laws governing life on Earth, to know and understand the connections between the development of human population and the relationship to the environment in different areas of the world, to understand the connections between local and global problems and their own responsibility in relation to the environment, ultimately the student will also become familiar with the current environmental projects of the

Slovak Republic that support this education at primary school and will be able to bring the environmental problems to the student's mental level by appropriate activating methods)

**Recommended literature:**

Recommended reading:

CHRENŠČOVÁ, V., ELEK, Š., FUCHSOVÁ, M., MATIS, D., ŽARNOVIČAN, H. (2010). Pracovný zošit o vode pre základné školy - nižšie sekundárne vzdelávanie : Vzdelávací program Modrá škola. Bratislava Mladí vedci Slovenska, 31 s. ISBN 978-80-970496-2-1 http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf

CHRENŠČOVÁ, V., ELEK, Š., ELEK, T., FUCHSOVÁ, M., JASAŇ, I., LIBOVIČ, M., MATIS, D., ŽARNOVIČAN, H. (2010). Doplnkové študijné texty o vode pre základné školy - nižšie sekundárne vzdelávanie: Vzdelávací program Modrá škola. Bratislava: Mladí vedci Slovenska, 64 s. ISBN 978-80-970496-1-4 http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf

BIELIKOVÁ, D., FÜRY, D., FUCHSOVÁ, M. (2011) Environmentálne aktivity využiteľné vo výchovno-vzdelávacom procese na základných školách. In: Envirohorizonty ... od teórie k praxi .... Bratislava: Univerzita Komenského, 20 s, ISBN 978-80-223-3083-1

MAJZLAN, O. A FEDOR, P. (2012). Základy ekológie a environmentalistiky pre pedagogické smery. Bratislava: Univerzita Komenského, 180 s. ISBN 978-80-223-3175-3

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 419

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 66,11 | 0,0 | 21,96 | 6,44 | 0,72 | 0,72 | 4,06 |

**Lecturers:** Mgr. Mária Fuchsová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde016/22 | Ethics and professional ethics |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points).
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively
knowledge, including its meaningful integration into the realities of life and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,
including their meaningful integration into the realities of life and pedagogical practice.
C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information.
E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge.
Fx (59-0%, insufficient - extra work required).
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to
defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable

classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to
defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

**Class syllabus:**
Brief outline of the course:
1. Introduction to the subject: defining the basic concepts: ethics and morality.
Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.
2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.
3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.
4. Positive climate in the classroom, relationships between school climate factors.
5. Convention on the Rights of the Child.
6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

**Recommended literature:**
Compulsory reading:
ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5

GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0
GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0
Recommended reading:
HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7
KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4
LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5
MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0
REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.
VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6
VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8
ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3
WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2
DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaniu etického
kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 800

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,25 | 0,0 | 20,88 | 9,5 | 4,13 | 2,38 | 4,88 |

**Lecturers:** PhDr. Slávka Drozdová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde016/22 | Ethics and professional ethics |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points).
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively
knowledge, including its meaningful integration into the realities of life and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,
including their meaningful integration into the realities of life and pedagogical practice.
C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information.
E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge.
Fx (59-0%, insufficient - extra work required).
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to
defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable

classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to
defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

**Class syllabus:**
Brief outline of the course:
1. Introduction to the subject: defining the basic concepts: ethics and morality.
Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.
2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.
3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.
4. Positive climate in the classroom, relationships between school climate factors.
5. Convention on the Rights of the Child.
6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

**Recommended literature:**
Compulsory reading:
ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5

GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0
GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0
Recommended reading:
HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7
KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4
LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5
MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0
REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.
VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6
VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8
ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3
WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2
DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaniu etického
kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 800

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,25 | 0,0 | 20,88 | 9,5 | 4,13 | 2,38 | 4,88 |

**Lecturers:** PhDr. Slávka Drozdová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde037/22 | Exercises in Lexicology and Semantics |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 20 hours of continuous written tasks; 8 hours repetition and preparation for the test. A total of 50 hours of student work.
Teaching methods: application of theoretical knowledge on practical examples, explaining, solving tasks and assignments, self-assessment, e-learning.

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be awarded credits based on a 100% interim evaluation. The condition for successful completion of the subject is active participation and work in the class 10 %, preparation of continuous written tasks on each topic and their commentary on the hour 60 % and continuous written test 30 %.
The evaluation of ongoing tasks shall take into account the correct use of lexical units of different types and from different thematic areas in both written and oral form and the ability to use compensation strategies as well as the ability to work with dictionaries. The correct use of the lexicon in writing shall be verified in the evaluation of the test.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to consolidate and expand the basic knowledge of the vocabulary of the Italian language and to improve language competence, with an emphasis on lexical and semantic competence in the form of vocabulary activities and on understanding the relationships between lexical units in terms of word-forming structure, meaning and origin.

After successful completion, the student
• has a basic knowledge of the lexical structure of the Italian language,
• correctly uses lexical units from selected thematic areas, controls commonly used phraseological units,
• has an expanded vocabulary from different thematic areas of everyday life and education,
• knows selected lexical acquisition strategies and various types of lexical exercises,
• can use different kinds of dictionaries effectively in solving tasks.
Completion of the course contributes to the achievement of competences such as: communicative competence, analysis and synthesis capability, ability to locate and process professional resources, digital skills.

**Class syllabus:**
Analysis and targeted practice of selected lexical phenomena and work with dictionaries.
• Types of lexical units and relationships between them.
• Lexicographic sources and their practical use. Dictionary password structure, abbreviations used in dictionaries. Use of different types of dictionaries (encyclopedic, etymological, terminological, etc.), electronic dictionaries.
• Word-forming procedures – derivative; diminutives, augmentative.
• Word-forming procedures – composition, abbreviation of words, other word-forming procedures.
• Semantic relationships between words – synonyms, antonyms, hyperonyms, hyponyms, etc.
• Lexical borrowings and calques
• Phraseological units.
• Vocabulary with different areas of everyday life and from the field of study.

**Recommended literature:**
AMBROSO, S.-STEFANCICH, G. 1993. Parole 10 percorsi nel lessico italiano. Roma: Bonacci editore, 1993. 149 p. ISBN 88-7573-257-4.
CAMALICH, B.-TEMPERINI, M.C. 1997. Un mare di parole. Roma: Bonacci editore, 1997. 147 p. ISBN 88-7573-302-3.
DARDANO, M. – TRIFONE, P. 1995. Grammatica italiana con nozioni di linguistica. Milano: Zanichelli, 1995. 789 p. ISBN 88-08-09384-0.
FÁBIÁN, ZS., Esercizi e manuale di lessicologia italiana, 2003. Piliscsaba: PPKE, 2003. 150 pp. ISBN: 9639296716
LUBELLO, S., Parole italiane per stranieri, 2008.Nozioni di lessicologia con esercizi. Ariccia: Aracne, 2008, 140 p. ISBN-13: 9788854820128
PALÁGYI, T. 2012. « Praesente clero et populo » - « voiant le clergé et voiant le peuple » : Réflexions sur les constructions absolues dans le Roman d'Eracle. In: Horváth Krisztina (éd.) La joie des cours: études médiévales et humanistes : études médiévales et humanistes. Budapest: ELTE Eötvös Kiadó, p. 120-128, ISBN 2063-3718.
LO DUCA, M. G., FRATTER, I.: Il lessico possibile. Strategie lessicali e insegnamento dell'italiano come L2. Roma: Aracne. ISBN-13: 978-8854820159.

**Languages necessary to complete the course:**
Slovak and Italian, French (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 17

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 47,06 | 0,0 | 17,65 | 35,29 | 0,0 | 0,0 | 0,0 |

| |
|---|
| **Lecturers:** doc. Tivadar Palágyi, PhD., Mgr. Zuzana Tóth, Dr.phil |
| **Last change:** 09.11.2022 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

**COURSE DESCRIPTION**

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde037/22 | Exercises in Lexicology and Semantics |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 20 hours of continuous written tasks; 8 hours repetition and preparation for the test. A total of 50 hours of student work.
Teaching methods: application of theoretical knowledge on practical examples, explaining, solving tasks and assignments, self-assessment, e-learning.

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be awarded credits based on a 100% interim evaluation. The condition for successful completion of the subject is active participation and work in the class 10 %, preparation of continuous written tasks on each topic and their commentary on the hour 60 % and continuous written test 30 %.
The evaluation of ongoing tasks shall take into account the correct use of lexical units of different types and from different thematic areas in both written and oral form and the ability to use compensation strategies as well as the ability to work with dictionaries. The correct use of the lexicon in writing shall be verified in the evaluation of the test.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to consolidate and expand the basic knowledge of the vocabulary of the Italian language and to improve language competence, with an emphasis on lexical and semantic competence in the form of vocabulary activities and on understanding the relationships between lexical units in terms of word-forming structure, meaning and origin.

After successful completion, the student
• has a basic knowledge of the lexical structure of the Italian language,
• correctly uses lexical units from selected thematic areas, controls commonly used phraseological units,
• has an expanded vocabulary from different thematic areas of everyday life and education,
• knows selected lexical acquisition strategies and various types of lexical exercises,
• can use different kinds of dictionaries effectively in solving tasks.
Completion of the course contributes to the achievement of competences such as: communicative competence, analysis and synthesis capability, ability to locate and process professional resources, digital skills.

**Class syllabus:**
Analysis and targeted practice of selected lexical phenomena and work with dictionaries.
• Types of lexical units and relationships between them.
• Lexicographic sources and their practical use. Dictionary password structure, abbreviations used in dictionaries. Use of different types of dictionaries (encyclopedic, etymological, terminological, etc.), electronic dictionaries.
• Word-forming procedures – derivative; diminutives, augmentative.
• Word-forming procedures – composition, abbreviation of words, other word-forming procedures.
• Semantic relationships between words – synonyms, antonyms, hyperonyms, hyponyms, etc.
• Lexical borrowings and calques
• Phraseological units.
• Vocabulary with different areas of everyday life and from the field of study.

**Recommended literature:**
AMBROSO, S.-STEFANCICH, G. 1993. Parole 10 percorsi nel lessico italiano. Roma: Bonacci editore, 1993. 149 p. ISBN 88-7573-257-4.
CAMALICH, B.-TEMPERINI, M.C. 1997. Un mare di parole. Roma: Bonacci editore, 1997. 147 p. ISBN 88-7573-302-3.
DARDANO, M. – TRIFONE, P. 1995. Grammatica italiana con nozioni di linguistica. Milano: Zanichelli, 1995. 789 p. ISBN 88-08-09384-0.
FÁBIÁN, ZS., Esercizi e manuale di lessicologia italiana, 2003. Piliscsaba: PPKE, 2003. 150 pp. ISBN: 9639296716
LUBELLO, S., Parole italiane per stranieri, 2008.Nozioni di lessicologia con esercizi. Ariccia: Aracne, 2008, 140 p. ISBN-13: 9788854820128
PALÁGYI, T. 2012. « Praesente clero et populo » - « voiant le clergé et voiant le peuple » : Réflexions sur les constructions absolues dans le Roman d'Eracle. In: Horváth Krisztina (éd.) La joie des cours: études médiévales et humanistes : études médiévales et humanistes. Budapest: ELTE Eötvös Kiadó, p. 120-128, ISBN 2063-3718.
LO DUCA, M. G., FRATTER, I.: Il lessico possibile. Strategie lessicali e insegnamento dell'italiano come L2. Roma: Aracne. ISBN-13: 978-8854820159.

**Languages necessary to complete the course:**
Slovak and Italian, French (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 17

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 47,06 | 0,0 | 17,65 | 35,29 | 0,0 | 0,0 | 0,0 |

| |
|---|
| **Lecturers:** doc. Tivadar Palágyi, PhD., Mgr. Zuzana Tóth, Dr.phil |
| **Last change:** 09.11.2022 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde027/22 | Exercises in Morphology and Syntax 1. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours a week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 20 hours of written tasks; 8 hours of repetition and preparation for the test; a total of 50 hours of student work.
Teaching methods: application of theoretical knowledge on practical examples, explaining, solving tasks and assignments, self-assessment, e-learning.

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be awarded credits based on an interim evaluation (100%). The condition for successful completion of the course is active participation in classroom activities 10%, preparation of ongoing written tasks on each topic 60% and written test during the semester 30%.
The evaluation of tasks takes into account grammatical correctness, the ability of the student to correct his/her mistakes and the ability to work with professional resources, the test evaluates grammatical accuracy.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to consolidate knowledge of Italian grammar and improve language competence, with an emphasis on morphological competence.
After successful graduation, the student
• can apply already acquired knowledge of the Italian language system in practical use, in particular in written language,
• correctly uses selected grammatical structures, in case of misuse it shows the ability to repair,

• can search for information in relevant sources when solving tasks from grammar, knows the terminology and common abbreviations used in grammars and dictionaries.
• knows the different types of grammatical exercises aimed at flexible verbal species, as well as their use in syntactic structures.
The completion of the course contributes to the achievement of competences such as: communicative competence, analysis and synthesis capability, ability to locate and process professional resources, digital skills.

**Class syllabus:**
Analysis and practice of selected grammatical phenomena.
• Nouns – grammatical categories; use and omission of an article with a noun.
• Adjectives – grammatical categories, status and graduation of the adjective.
• Pronouns – grammatical categories, use of tonic and atonic forms, position of pronoun in a sentence.
• Verbs – grammatical categories, personal and impersonal verb forms, regular and irregular verb forms, tense system, consecutio temporum.
• Category of mood, its use in independent and dependent clauses.
• Other word types – adverbs, prepositions, interjections.

**Recommended literature:**
DARDANO, M. – TRIFONE, P. 1995. Grammatica italiana con nozioni di linguistica. Milano: Zanichelli, 1995. 789 p. ISBN 88-08-09384-0.
DUSO, E.: Grammatica dell'italiano L2. Roma: Carocci editore. ISBN: 978-88-430-9263-5. (selected chapters)
GRAFFI, G., 1994. Le strutture del linguaggio. La sintassi. Bologna: Il Mulino, 1994. 392 p. ISBN: 8815043284
SALVI, G., VANELLI L., 2004. Nuova grammatica italiana. Bologna. Il Mulino, 2004.368 p, ISBN: 978-88-15-09960-0
SILVESTRINI, M. et al. 2008. L'italiano e l'Italia. Esercizi e prove per la certificazione. Perugia: Guerra edizioni, 2008. 303 p. ISBN 978-88-557-0151-8.
SENSINI, M. 2005 La lingua e i testi. La riflessione sulla lingua, Arnoldo Mondadori Scuola, Milano, 560 p. ISBN: 9788824724777
STORNI, B. 1993. Invito al buon italiano. Perugia: Guerra edizioni, 1993. 183 p. ISBN 88-7715-215-X.
TOTH, Z.: Tense and aspect in Italian interlanguege. Boston v Berlin: De Gruyter. https://doi.org/10.1515/9783110626490 (Chapter 3)

**Languages necessary to complete the course:**
Slovak and Italian, English (passive)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 23

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 17,39 | 0,0 | 8,7 | 34,78 | 17,39 | 21,74 | 0,0 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, PaedDr. Matteo Verga

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde033/22 | Exercises in Morphology and Syntax 2. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 20 hours of continuous written tasks; 8 hours of repetition and preparation for the test; a total of 50 hours of student work.
Teaching methods: application of theoretical knowledge on practical examples, explaining, solving tasks and assignments, self-assessment, e-learning.

**Number of credits:** 2

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be awarded credits based on a 100% interim evaluation. The condition for successful completion of the subject is active participation in classroom activities 10 %, preparation of written tasks on each topic 60 % and written test during the semester30 %.
The evaluation of tasks takes into account grammatical correctness, the ability of the student to correct his mistakes and the ability to work with professional resources, the test evaluates grammatical accuracy.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to consolidate knowledge of grammar and to improve language competence in the Italian language, with an emphasis on morphological and syntactic competence.
After successful graduation, the student
• can apply already acquired knowledge of the Italian language system in practical use, in particular in written language,

• correctly uses selected grammatical structures, controls the basic principles of the sentence warehouse in Italian and, in case of misuse, exhibits the ability to repair,
• can search for information in relevant sources when solving tasks from grammar, knows terminology and abbreviations used in grammars and specialized dictionaries,
• he/she knows the different types of grammatical exercises focused on rigid verbal species as well as on the sentence composition.
The completion of the subject contributes to the achievement of competences such as: communicative competence, analysis and synthesis capability, ability to locate and process professional resources, digital skills.

**Class syllabus:**
Analysis and practice of selected grammatical phenomena.
• Word types – conjunctions, verbs.
• Syntactic structure of the sentence. Syntagms, phrase constituents, word order.
• Analysis of simple, compound and complex sentences.
• Coordinate clauses.
• Subordinate clauses.
• Use of indicative and subjunctive mood in the independent and dependent clauses.

**Recommended literature:**
DARDANO, M. – TRIFONE, P. 1995. Grammatica italiana con nozioni di linguistica. Milano: Zanichelli, 1995. 789 p. ISBN 88-08-09384-0.
DUSO, E.: Grammatica dell'italiano L2. Roma: Carocci editore. ISBN: 978-88-430-9263-5. (selected chapters)
GRAFFI, G., 1994. Le strutture del linguaggio. La sintassi. Bologna: Il Mulino, 1994. 392 p. ISBN: 8815043284
SALVI, G., VANELLI L., 2004. Nuova grammatica italiana. Bologna. Il Mulino, 2004.368 p, ISBN: 978-88-15-09960-0
SILVESTRINI, M. et al. 2008. L'italiano e l'Italia. Esercizi e prove per la certificazione. Perugia: Guerra edizioni, 2008. 303 p. ISBN 978-88-557-0151-8.
SENSINI, M. 2005 La lingua e i testi. La riflessione sulla lingua, Arnoldo Mondadori Scuola, Milano, 560 p. ISBN: 9788824724777
STORNI, B. 1993. Invito al buon italiano. Perugia: Guerra edizioni, 1993. 183 p. ISBN 88-7715-215-X.
TOTH, Z.: Tense and aspect in Italian interlanguege. Boston v Berlin: De Gruyter. https://doi.org/10.1515/9783110626490 (Chapter 3)

**Languages necessary to complete the course:**
Slovak and Italian, English (passive)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 3

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 66,67 | 0,0 | 0,0 | 33,33 | 0,0 | 0,0 | 0,0 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, doc. Mgr. Katarína Klimová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde023/22 | Exercises in Phonetics, Phonology and Orthography |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 11 hours of continuous written tasks; 11 hours of continuous oral tasks; 6 hours of targeted preparation and execution of pronunciation assessment at the end of the semester, a total of 50 hours of student work.
Teaching methods: application of theoretical knowledge on practical examples, explaining, solving tasks and assignments, self-assessment, e-learning.

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be awarded credits based on a follow-up assessment of both written and oral production, for which he/she can earn 100 points. The condition for successful completion of the subject is active participation in classroom activities and training of correct pronunciation 20%, realization of ongoing written and oral tasks 60%, evaluation of pronunciation (reading and oral expression) 20 %.
The evaluation assesses the control of pronunciation of sounds, spelling groups, accent and intonation, overall articulatory clarity, presence of a foreign accent; with the ability to pronounce the written form of language correctly; the ability to correct yourself, knowledge of spelling rules; knowledge of the rules of punctuation and intonation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to consolidate knowledge from phonetics and phonology and to develop language competence in the Italian language. The student will improve his/her orthologic, ortographic and orthographic competence by directing listening and oral and written production.
After successful completion of the course, the student
• knows the specifics of the phonematic and prosodic system of the Italian language,
• has a clear and natural pronunciation and intonation in Italian, both in oral and loud reading, without a more pronounced foreign accent,
• knows and has mastered the spelling principles of the literary language,
• can search for information in relevant sources when solving practical tasks from phonetics, phonology and spelling, and knows the conventions used to represent pronunciation;
• knows the different types of exercises and activities aimed at practicing correct pronunciation and spelling.
The completion of the course contributes to the achievement of competences such as: communicative competence, analysis and synthesis capability, ability to locate and process professional resources, digital skills.

**Class syllabus:**

Analysis and practice of selected phonetic, phonological and spelling aspects of the Italian language.
• The Italian alphabet.
• Vocal system.
• Diphthongs and Triphthongs
• Consonant system.
• Pronunciation of problematic sounds and spelling groups.
• Assimilation.
• Syllable, accent.
• Intonation.
• Spelling principles. Problematic phenomena in Italian spelling.
• Punctuation rules.

**Recommended literature:**

CALABRO, L. 2010. E tu... come pronunci? Eserciziario di fonetica italiana per italiani e stranieri. Alessandria: Edizioni dell'Orso, 2010. 102 p. ISBN 978-88-6274-214-6.
COSTAMAGNA, L. 1996. Pronunciare l'italiano. Perugia: Guerra edizioni, 1996. 335 p. ISBN 88-7715-220-6.
DARDANO, M.; TRIFONE, P. 2001. Grammatica italiana con nozioni di linguistica. Bologna: Zanichelli, 2001. ISBN-13: 978-88-08-09384-4, ISBN: 88-08-09384-0
NITAOR, M., Le strutture del linguaggio. Phonlogy. 1993. Bologna: Il Mulino, 1993. 180 p. ISBN 10: 8815038086 ISBN 13: 9788815038081
SILVESTRINI, M. et al. 2007. Dai, prova! Esercizi graduati di lingua italiana. Perugia: Guerra edizioni, 2007. 360 p. ISBN 978-88-7715-938-0.
SVOLACCHIA, M – KAUNZNER, U.A. 2000. Suoni, accento e intonazione. Roma: Bonacci editore, 2000. 113 p. ISBN 88-7573-359-7.

**Languages necessary to complete the course:**

Slovak language and Italian

**Notes:**

| **Past grade distribution**<br>Total number of evaluated students: 57 | | | | | | |
|---|---|---|---|---|---|---|
| A | ABS | B | C | D | E | FX |
| 59,65 | 0,0 | 12,28 | 12,28 | 5,26 | 5,26 | 5,26 |
| **Lecturers:** Mgr. Zuzana Tóth, Dr.phil, doc. Mgr. Katarína Klimová, PhD. | | | | | | |
| **Last change:** 09.11.2022 | | | | | | |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. | | | | | | |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde023/22 | Exercises in Phonetics, Phonology and Orthography |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 11 hours of continuous written tasks; 11 hours of continuous oral tasks; 6 hours of targeted preparation and execution of pronunciation assessment at the end of the semester, a total of 50 hours of student work.
Teaching methods: application of theoretical knowledge on practical examples, explaining, solving tasks and assignments, self-assessment, e-learning.

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be awarded credits based on a follow-up assessment of both written and oral production, for which he/she can earn 100 points. The condition for successful completion of the subject is active participation in classroom activities and training of correct pronunciation 20%, realization of ongoing written and oral tasks 60%, evaluation of pronunciation (reading and oral expression) 20 %.
The evaluation assesses the control of pronunciation of sounds, spelling groups, accent and intonation, overall articulatory clarity, presence of a foreign accent; with the ability to pronounce the written form of language correctly; the ability to correct yourself, knowledge of spelling rules; knowledge of the rules of punctuation and intonation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to consolidate knowledge from phonetics and phonology and to develop language competence in the Italian language. The student will improve his/her orthologic, ortographic and orthographic competence by directing listening and oral and written production.
After successful completion of the course, the student
• knows the specifics of the phonematic and prosodic system of the Italian language,
• has a clear and natural pronunciation and intonation in Italian, both in oral and loud reading, without a more pronounced foreign accent,
• knows and has mastered the spelling principles of the literary language,
• can search for information in relevant sources when solving practical tasks from phonetics, phonology and spelling, and knows the conventions used to represent pronunciation;
• knows the different types of exercises and activities aimed at practicing correct pronunciation and spelling.
The completion of the course contributes to the achievement of competences such as: communicative competence, analysis and synthesis capability, ability to locate and process professional resources, digital skills.

**Class syllabus:**

Analysis and practice of selected phonetic, phonological and spelling aspects of the Italian language.
• The Italian alphabet.
• Vocal system.
• Diphthongs and Triphthongs
• Consonant system.
• Pronunciation of problematic sounds and spelling groups.
• Assimilation.
• Syllable, accent.
• Intonation.
• Spelling principles. Problematic phenomena in Italian spelling.
• Punctuation rules.

**Recommended literature:**

CALABRO, L. 2010. E tu... come pronunci? Eserciziario di fonetica italiana per italiani e stranieri. Alessandria: Edizioni dell'Orso, 2010. 102 p. ISBN 978-88-6274-214-6.
COSTAMAGNA, L. 1996. Pronunciare l'italiano. Perugia: Guerra edizioni, 1996. 335 p. ISBN 88-7715-220-6.
DARDANO, M.; TRIFONE, P. 2001. Grammatica italiana con nozioni di linguistica. Bologna: Zanichelli, 2001. ISBN-13: 978-88-08-09384-4, ISBN: 88-08-09384-0
NITAOR, M., Le strutture del linguaggio. Phonlogy. 1993. Bologna: Il Mulino, 1993. 180 p. ISBN 10: 8815038086 ISBN 13: 9788815038081
SILVESTRINI, M. et al. 2007. Dai, prova! Esercizi graduati di lingua italiana. Perugia: Guerra edizioni, 2007. 360 p. ISBN 978-88-7715-938-0.
SVOLACCHIA, M – KAUNZNER, U.A. 2000. Suoni, accento e intonazione. Roma: Bonacci editore, 2000. 113 p. ISBN 88-7573-359-7.

**Languages necessary to complete the course:**

Slovak language and Italian

**Notes:**

| **Past grade distribution**<br>Total number of evaluated students: 57 | | | | | | |
|---|---|---|---|---|---|---|
| A | ABS | B | C | D | E | FX |
| 59,65 | 0,0 | 12,28 | 12,28 | 5,26 | 5,26 | 5,26 |
| **Lecturers:** Mgr. Zuzana Tóth, Dr.phil, doc. Mgr. Katarína Klimová, PhD. | | | | | | |
| **Last change:** 09.11.2022 | | | | | | |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. | | | | | | |

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde024/22 | **Course title:**<br>Family education |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 1., 3., 5. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).

The rating is awarded on a scale:

A (100-91%, excellent - excellent results with only minimal errors),

B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),

E (65-60%, sufficient - results meet minimum criteria),

Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes:
The aim of the Family Education course is to convey basic information about the family as an educational institution and about the possible impact of the specifics of family life and family education on the educational process in school. The student is able to define the family as an educational institution, remembers its functions, knows the typology of families. The student can explain the transformations of the family in a historical context and the transformations of the family within its life cycle. The student knows and understands the educational goals, content, methods and means of family education. The student is able to critically evaluate and articulate the specifics of family education in alternative forms of partnership cohabitation. The student is able to categorize styles of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student is able to apply the acquired knowledge in solving educational difficulties of the pupil resulting from the specifics of family life and family education.
Transferable competences: by analysing, proposing solutions and discussing problem problems assigned during seminars, the student is able to communicate his/her conclusions, think critically, think in context.

**Class syllabus:**
Brief outline of the course:
1. Definition of family (traditional vs. newer concept of family), family typology and functions.
2. Basic demographic changes of the family in historical context (from traditional to postmodern family).
3. Family life cycle. Marriage as an institution. Education for marriage and parenthood.
4. The (un)stable family - the contemporary family and the issue of divorce. Inappropriate approaches in family upbringing in the period of divorce. Pupil in school in the period of parents' divorce process.
5. Alternative forms of cohabitation (cohabitation, mingle, single, "patchwork", homosexual partnerships...) - specifics of family education in alternative forms of cohabitation.
6. Pedagogy of the family. Theory of family education. Objectives, content, methods and means of family education. Styles of family education.
7. Relational attachment as a key prerequisite for harmonious personality development. Pupil's manifestations at school with regard to the type of relational attachment.
8. Alternative family education. Specifics of raising a child in foster care.
9. Different forms of violence in the family and their negative impact on the child's personality.

10. Specifics of family education in families with children with disabilities.

**Recommended literature:**

Compulsory reading:

POTOČÁROVÁ, M. (2018). Etika v rodinných vzťahoch. Bratislava: Univerzita Komenského, 228 s. ISBN 97-880-223-3998-8.
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8.
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.

Recommended reading:

BAKOŠOVÁ, Z., ZEMANČÍKOVÁ, V. (2011). Výchova sociálnych a prosociálnych kompetencií v rodine. In: Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty [Z. Bakošová]. Bratislava: Slovenská pedagogická spoločnosť SAV, 2011.184 s. ISBN 978-80-970675-0-2.BRISCH, K. H. (2011). Bezpečná vzťahová väzba. Attachment v tehotenstve a prvých rokoch života. Trenčín: Vydavateľstvo F, 150 s. ISBN 978-80-88952-67-1.
POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6),1996.
PŠENIČKA, O. 1995. Sexuální výchova v rodině. Hradec Králové: Rodina, 310s. ISBN-10 8090152414.
ZEMANČÍKOVÁ, V. 2008. Fyzické tresty vo výchove detí v rodine. In: Výchova v pedagogickom výskume a praxi. zborník z medzinárodnej vedeckej konferencie. Trnava: Univerzita sv. Cyrila a Metoda, 2008

**Languages necessary to complete the course:**

slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 692

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 55,35 | 0,0 | 23,7 | 10,26 | 4,34 | 2,02 | 4,34 |

**Lecturers:** prof. PhDr. Mária Potočárová, PhD., Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde024/22 | **Course title:**<br>Family education |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).

The rating is awarded on a scale:

A (100-91%, excellent - excellent results with only minimal errors),

B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),

E (65-60%, sufficient - results meet minimum criteria),

Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes:
The aim of the Family Education course is to convey basic information about the family as an educational institution and about the possible impact of the specifics of family life and family education on the educational process in school. The student is able to define the family as an educational institution, remembers its functions, knows the typology of families. The student can explain the transformations of the family in a historical context and the transformations of the family within its life cycle. The student knows and understands the educational goals, content, methods and means of family education. The student is able to critically evaluate and articulate the specifics of family education in alternative forms of partnership cohabitation. The student is able to categorize styles of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student is able to apply the acquired knowledge in solving educational difficulties of the pupil resulting from the specifics of family life and family education.
Transferable competences: by analysing, proposing solutions and discussing problem problems assigned during seminars, the student is able to communicate his/her conclusions, think critically, think in context.

**Class syllabus:**
Brief outline of the course:
1. Definition of family (traditional vs. newer concept of family), family typology and functions.
2. Basic demographic changes of the family in historical context (from traditional to postmodern family).
3. Family life cycle. Marriage as an institution. Education for marriage and parenthood.
4. The (un)stable family - the contemporary family and the issue of divorce. Inappropriate approaches in family upbringing in the period of divorce. Pupil in school in the period of parents' divorce process.
5. Alternative forms of cohabitation (cohabitation, mingle, single, "patchwork", homosexual partnerships...) - specifics of family education in alternative forms of cohabitation.
6. Pedagogy of the family. Theory of family education. Objectives, content, methods and means of family education. Styles of family education.
7. Relational attachment as a key prerequisite for harmonious personality development. Pupil's manifestations at school with regard to the type of relational attachment.
8. Alternative family education. Specifics of raising a child in foster care.
9. Different forms of violence in the family and their negative impact on the child's personality.

10. Specifics of family education in families with children with disabilities.

**Recommended literature:**

Compulsory reading:

POTOČÁROVÁ, M. (2018). Etika v rodinných vzťahoch. Bratislava: Univerzita Komenského, 228 s. ISBN 97-880-223-3998-8.

POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8.

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.

Recommended reading:

BAKOŠOVÁ, Z., ZEMANČÍKOVÁ, V. (2011). Výchova sociálnych a prosociálnych kompetencií v rodine. In: Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty [Z. Bakošová]. Bratislava: Slovenská pedagogická spoločnosť SAV, 2011.184 s. ISBN 978-80-970675-0-2.BRISCH, K. H. (2011). Bezpečná vzťahová väzba. Attachment v tehotenstve a prvých rokoch života. Trenčín: Vydavateľstvo F, 150 s. ISBN 978-80-88952-67-1.

POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6),1996.

PŠENIČKA, O. 1995. Sexuální výchova v rodině. Hradec Králové: Rodina, 310s. ISBN-10 8090152414.

ZEMANČÍKOVÁ, V. 2008. Fyzické tresty vo výchove detí v rodine. In: Výchova v pedagogickom výskume a praxi. zborník z medzinárodnej vedeckej konferencie. Trnava: Univerzita sv. Cyrila a Metoda, 2008

**Languages necessary to complete the course:**

slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 692

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 55,35 | 0,0 | 23,7 | 10,26 | 4,34 | 2,02 | 4,34 |

**Lecturers:** Mgr. Vladimíra Zemančíková, PhD., prof. PhDr. Mária Potočárová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde018/22 | Gender aspects of education |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects:
Prerequisites for successful completion of the course:
The course is completed with an assessment, weighted interim/final assessment 100/0.
100% of the continuous assessment includes: during the semester there will be approximately 6 - 8 assignments: focused on working with a professional text and its application in an example and the interpretation of the example processed on the basis of the professional text, the analysis of stereotypes in educational texts, the processing of professional literature into an annotation with questions on the read text. Students will use the e-learning environment moodle for their studies.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education.
Learning objectives:
Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy at school, and perceive the educational process from a gender perspective.

**Class syllabus:**
Brief outline of the course:
Definition of the terms: gender, sex, gender stereotypes, gender sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialisation, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

**Recommended literature:**
Recommended reading:
Compulsory reading:
BOSÁ, M., MINAROVIČOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7
SMETÁČKOVÁ, I. (2016). Genderové vyjednávaní ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6
SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.
Recommended reading:
BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0

BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.
CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.
HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálně psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0
JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.
LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.
OSAĎAN, R. RAPOŠOVÁ, P. SMETANOVÁ, D. (v tlači). Úvod do problematiky rodovosti a sexuality detí. Vysokoškolská učebnica. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2
ROVŇANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 611

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 79,05 | 0,0 | 10,64 | 3,27 | 2,45 | 1,8 | 2,78 |

**Lecturers:** Mgr. Katarína Minarovičová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde018/22 | Gender aspects of education |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects:
Prerequisites for successful completion of the course:
The course is completed with an assessment, weighted interim/final assessment 100/0.
100% of the continuous assessment includes: during the semester there will be approximately 6 - 8 assignments: focused on working with a professional text and its application in an example and the interpretation of the example processed on the basis of the professional text, the analysis of stereotypes in educational texts, the processing of professional literature into an annotation with questions on the read text. Students will use the e-learning environment moodle for their studies.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education.
Learning objectives:
Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy at school, and perceive the educational process from a gender perspective.

**Class syllabus:**
Brief outline of the course:
Definition of the terms: gender, sex, gender stereotypes, gender sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialisation, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

**Recommended literature:**
Recommended reading:
Compulsory reading:
BOSÁ, M., MINAROVIČOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7
SMETÁČKOVÁ, I. (2016). Genderové vyjednávaní ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6
SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.
Recommended reading:
BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0

BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.
CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.
HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálně psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0
JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.
LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.
OSAĎAN, R. RAPOŠOVÁ, P. SMETANOVÁ, D. (v tlači). Úvod do problematiky rodovosti a sexuality detí. Vysokoškolská učebnica. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2
ROVŇANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 611

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 79,05 | 0,0 | 10,64 | 3,27 | 2,45 | 1,8 | 2,78 |

**Lecturers:** Mgr. Katarína Minarovičová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde004/22 | General didactics |

**Educational activities:**
**Type of activities:** seminar / lecture
**Number of hours:**
**per week:** 2 / 1 **per level/semester:** 26 / 13
**Form of the course:** on-site learning

**Number of credits:** 4

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Recommended semester: 1st - 4th semester
Level of study: 1st degree
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the weighting of the interim and final assessment is 50/50. Students work on continuous work during the semester (setting objectives, taxonomy of objectives, creation of material aids, creation of didactic test, ...). Intermediate works are evaluated for 20 points. At the end of the intermediate teaching they hand in the semester work - methodical preparation for the teaching unit. The semester work is evaluated for 30 points. During the examination period, they take an oral final examination. The final assessment is worth 50 points. The successful completion of the course is subject to obtaining at least 60 % of the maximum possible grade for the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
Characteristics of student performance:
A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms presented in school documents. The student is able to create a portfolio of his/her own outcomes according to the intermediate assignments in accordance with the acquired knowledge and the required criteria. The student can critically, factually assess and evaluate the solutions presented by others, and can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms outlined in school documents. Above-average orientation in general didactics, above-

average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.
C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. The student is able to develop intermediate tasks only with the help of the teacher. Critical assessment and evaluation are absent.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**

Learning outcomes:
Learning objectives and outcomes:
The student will acquire knowledge of the importance of general didactics and its essence for successful functioning in the practice of the teaching profession. The student will be able to define the subject and methodological profile of didactics, develop knowledge, competences and attitudes associated with the teaching profession, knowledge and competences of planning and organizing pupils' learning activities. The student is able to define general didactics in the system of pedagogical sciences, list and characterise its functions and significance. Characterise the personality of the pupil and the teacher in educational contexts. Characterise and analyse basic school documents and explain their interrelation, compare their structure. Analyse the curriculum from a didactic point of view, defend and present their solution. Apply procedures in the processes of formulating specific objectives according to different taxonomies of objectives. Recognise the nature and importance of the application of didactic principles in the teaching process. Orient themselves in the theories and concepts of teaching. Can characterise different approaches to the classification of methods and organisational forms of the teaching process. Analyse and classify the methods and forms presented in school documents. Create a portfolio of own outcomes in general didactics in accordance with the acquired knowledge. Be able to critically and factually assess and evaluate the outputs of others.
Transferable competences:
By discussing, solving and presenting the results of continuously assigned tasks, students will develop their analytical and critical thinking, communication skills, interpersonal skills, organizational skills, digital skills, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

**Class syllabus:**

Brief outline of the course:
General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge, to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation

to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.
Topics:
Historical and contemporary conceptions of general didactics. General didactics as a basic pedagogical discipline and its relation to other sciences. The personality of the pupil and the teacher. Basic pedagogical documents. Didactic principles. Pupils' learning styles and teachers' teaching styles. Didactical analysis of the curriculum. Educational objectives, taxonomies of objectives. Theories and concepts of education. Traditional and activating teaching methods. System of organizational forms. Teaching process, its stages and their analysis. Material teaching means - teaching aids, didactic technology and their importance. Assessment, screening, classification.

**Recommended literature:**

Compulsory reading:

KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0

Recommended reading:

ČAPEK, R. (2015). Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha: Grada. 624s., ISBN 978-80-247-3450-7ČAPEK, R. (2020). Uč jako umělec. Brno: Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
KOMENSKÝ, J. A.1954. Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.
KOSTRUB, D., OSTRADICKÝ, P. (2014). Phenomena that determine didactic teacher thinking within the process of selecting optimal methods of teaching. In EDUKACJA KU PRZYSZLOŠCI, 2014, s.114-122. ISBN 978-83-62160-20-4.
OBDRŽÁLEK, Z. a kol. (2003). Didaktika pre študentov učiteľstva ZŠ. Bratislava: Univerzita Komenského, 2003.
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017. - Brno: Masarykova univerzita, 2017. ISBN 978-80-87952-22-1. - S. 843-852.
PETLÁK, E. (2016). Všeobecná didaktika. Bratislava: IRIS, 322 s. ISBN: 978-80-8153-064-7
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Bratislava: Univerzita Komenského. ISBN 978-80-223-4817-1
TÓBLOVÁ,, E. a kol. (2017). The analysis of educational needs of managing teaching staff in schools in the Slovak Republic. Modern Journal of Language Teaching Methods. - Vol. 7, no. 5 (2017), p. 11-17. ISSN 2251-6204
TÓBLOVÁ,, E. a kol. (2017). Inovácia pregraduálnej prípravy učiteľov v oblasti didakticko-technologických kompetencií. Innovation of the pregraduate teacher training aimed at the didactic-technological competence development. Autoevaluační kultura a kvalita vzdělávání. Praha: Extrasystem, 2017. - ISBN 978-80-87570-36-4. - S. 91-95
TUREK,I. (2014). Didaktika. Bratislava: Wolters Kluwer, 2014, ISBN 978-80-8168-004-5
ZORMANOVÁ, L. (2014). Obecná didaktika. Praha: Grada. ISBN 978-80-247-4590-9

**Languages necessary to complete the course:**

slovak, czech and english

**Notes:**

students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**
Total number of evaluated students: 1487

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 39,14 | 0,0 | 20,91 | 16,34 | 8,74 | 7,53 | 7,33 |

**Lecturers:** Mgr. Peter Ostradický, PhD., prof. PaedDr. Dušan Kostrub, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde004/22 | General didactics |

**Educational activities:**
**Type of activities:** seminar / lecture
**Number of hours:**
**per week:** 2 / 1 **per level/semester:** 26 / 13
**Form of the course:** on-site learning

**Number of credits:** 4

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Recommended semester: 1st - 4th semester
Level of study: 1st degree
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the weighting of the interim and final assessment is 50/50. Students work on continuous work during the semester (setting objectives, taxonomy of objectives, creation of material aids, creation of didactic test, ...). Intermediate works are evaluated for 20 points. At the end of the intermediate teaching they hand in the semester work - methodical preparation for the teaching unit. The semester work is evaluated for 30 points. During the examination period, they take an oral final examination. The final assessment is worth 50 points. The successful completion of the course is subject to obtaining at least 60 % of the maximum possible grade for the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
Characteristics of student performance:
A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms presented in school documents. The student is able to create a portfolio of his/her own outcomes according to the intermediate assignments in accordance with the acquired knowledge and the required criteria. The student can critically, factually assess and evaluate the solutions presented by others, and can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms outlined in school documents. Above-average orientation in general didactics, above-

average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.
C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. The student is able to develop intermediate tasks only with the help of the teacher. Critical assessment and evaluation are absent.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**

Learning outcomes:
Learning objectives and outcomes:
The student will acquire knowledge of the importance of general didactics and its essence for successful functioning in the practice of the teaching profession. The student will be able to define the subject and methodological profile of didactics, develop knowledge, competences and attitudes associated with the teaching profession, knowledge and competences of planning and organizing pupils' learning activities. The student is able to define general didactics in the system of pedagogical sciences, list and characterise its functions and significance. Characterise the personality of the pupil and the teacher in educational contexts. Characterise and analyse basic school documents and explain their interrelation, compare their structure. Analyse the curriculum from a didactic point of view, defend and present their solution. Apply procedures in the processes of formulating specific objectives according to different taxonomies of objectives. Recognise the nature and importance of the application of didactic principles in the teaching process. Orient themselves in the theories and concepts of teaching. Can characterise different approaches to the classification of methods and organisational forms of the teaching process. Analyse and classify the methods and forms presented in school documents. Create a portfolio of own outcomes in general didactics in accordance with the acquired knowledge. Be able to critically and factually assess and evaluate the outputs of others.
Transferable competences:
By discussing, solving and presenting the results of continuously assigned tasks, students will develop their analytical and critical thinking, communication skills, interpersonal skills, organizational skills, digital skills, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

**Class syllabus:**

Brief outline of the course:
General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge, to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation

to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.
Topics:
Historical and contemporary conceptions of general didactics. General didactics as a basic pedagogical discipline and its relation to other sciences. The personality of the pupil and the teacher. Basic pedagogical documents. Didactic principles. Pupils' learning styles and teachers' teaching styles. Didactical analysis of the curriculum. Educational objectives, taxonomies of objectives. Theories and concepts of education. Traditional and activating teaching methods. System of organizational forms. Teaching process, its stages and their analysis. Material teaching means - teaching aids, didactic technology and their importance. Assessment, screening, classification.

**Recommended literature:**

Compulsory reading:
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0
Recommended reading:
ČAPEK, R. (2015). Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha: Grada. 624s., ISBN 978-80-247-3450-7ČAPEK, R. (2020). Uč jako umělec. Brno: Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
KOMENSKÝ, J. A.1954. Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.
KOSTRUB, D., OSTRADICKÝ, P. (2014). Phenomena that determine didactic teacher thinking within the process of selecting optimal methods of teaching. In EDUKACJA KU PRZYSZLOŠCI, 2014, s.114-122. ISBN 978-83-62160-20-4.
OBDRŽÁLEK, Z. a kol. (2003). Didaktika pre študentov učiteľstva ZŠ. Bratislava: Univerzita Komenského, 2003.
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017. - Brno: Masarykova univerzita, 2017. ISBN 978-80-87952-22-1. - S. 843-852.
PETLÁK, E. (2016). Všeobecná didaktika. Bratislava: IRIS, 322 s. ISBN: 978-80-8153-064-7
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Bratislava: Univerzita Komenského. ISBN 978-80-223-4817-1
TÓBLOVÁ,, E. a kol. (2017). The analysis of educational needs of managing teaching staff in schools in the Slovak Republic. Modern Journal of Language Teaching Methods. - Vol. 7, no. 5 (2017), p. 11-17. ISSN 2251-6204
TÓBLOVÁ,, E. a kol. (2017). Inovácia pregraduálnej prípravy učiteľov v oblasti didakticko-technologických kompetencií. Innovation of the pregraduate teacher training aimed at the didactic-technological competence development. Autoevaluační kultura a kvalita vzdělávání. Praha: Extrasystem, 2017. - ISBN 978-80-87570-36-4. - S. 91-95
TUREK,I. (2014). Didaktika. Bratislava: Wolters Kluwer, 2014, ISBN 978-80-8168-004-5
ZORMANOVÁ, L. (2014). Obecná didaktika. Praha: Grada. ISBN 978-80-247-4590-9

**Languages necessary to complete the course:**

slovak, czech and english

**Notes:**

students of the Teacher Education (combined) programme do not enrol in the course

| **Past grade distribution**<br>Total number of evaluated students: 1487 | | | | | | |
|---|---|---|---|---|---|---|
| A | ABS | B | C | D | E | FX |
| 39,14 | 0,0 | 20,91 | 16,34 | 8,74 | 7,53 | 7,33 |
| **Lecturers:** Ing. Eva Tóblová, PhD., prof. PaedDr. Dušan Kostrub, PhD. | | | | | | |
| **Last change:** 09.11.2022 | | | | | | |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. | | | | | | |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde004/22 | German lexicology |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily attendance).
Student workload: 11 x 2 hours of direct instruction = 22 hours; 28 hours of continuous home preparation for class, independent study; 50 hours of preparation for final assessment (written and oral exam). Total 100 hours of student work.
Teaching methods: explanations, work with professional text, discussion of the topic, motivational talk on the importance of word formation in vocabulary expansion, search and identification of word-formation practices in texts and their analysis, morphemic analysis, guided independent study.

**Number of credits:** 4

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:** PdF.KNJL/B-NEMde008/22 - German morphology

**Course requirements:**
Course completion requirements:
intermediate assessment in the form of discussion: 50 points and examination: 50 points (50/50), final written and oral examination, mastery of theoretical content, conceptual instrumentation and proof of concepts with examples, active cooperation is required.
The evaluation is given on a scale:
A (100 - 91%, excellent - outstanding)
B (90 - 81%, very good - above average standard)
C (80 - 73%, good - normal reliable work)
D (72 - 66%, satisfactory - acceptable results)
E (65 - 60%, satisfactory - results meet minimum criteria)
Fx (59 - 0%, inadequate - extra work required).
Excellent: excellent knowledge of the development of lexical theories based on the conceptual instrumentation acquired, ability to relate new knowledge to prior morphological and syntactic knowledge and skills acquired in the past, fluent speech, structured utterances, sovereign handling of conceptual instrumentation and ability to give examples of the linguistic phenomena discussed, and excellent ability to formulate critical positions.
Very good: solid knowledge of the development of lexical theories on the basis of the conceptual instrumentarium acquired, ability to relate new knowledge to previous morphological and syntactic

knowledge and skills acquired in the past, fluent speech with minor deficiencies, very good ability to handle the conceptual instrumentarium and to give examples of the linguistic phenomena discussed, and very good ability to formulate critical attitudes.
Good: average knowledge of the development of lexical theories on the basis of the conceptual instrumentarium acquired, ability to relate new knowledge to previous morphological and syntactic knowledge and skills acquired in the past, fluent speech with a few weaknesses, limited ability to formulate evaluative critical attitudes and to handle the conceptual instrumentarium, and ability to give examples of the linguistic phenomena discussed.
Satisfactory: lexical theories are mastered with several deficiencies, basic mastery and understanding of the subject matter and the ability to recognise word-formation procedures and to determine the morphematic structure of a word as well as the lexical-paradigmatic relationships between words, weak scientific argumentation and the formulation of evaluative critical attitudes.
Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific reasoning and formulation of evaluative critical attitudes.
Inadequate: insufficient knowledge of the development of lexical theories, insufficient mastery of conceptual instrumentation, insufficient ability to apply lexical theories in determining word-formation procedures, the morphematic structure of a word and in analysing paradigmatic relationships between words.
Scale of assessment (preliminary/final): intermediate assessment in the form of discussion:
50 points and examination: 50 points (50/50), final written and oral examination, mastery of theoretical content, conceptual instrumentation and proof of concepts with examples, active cooperation is required.

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Educational objectives: to highlight the importance of word formation in vocabulary expansion as well as the importance of semantic relationships in vocabulary in clear and comprehensible communication, the subject is intended to contribute to the development of communication skills.
Learning outcomes: the graduate will gain an overview of German lexicology and its basic units in the complex context of the language system, as well as the functions of words in communication.

**Class syllabus:**
Course outcomes of subject (content):
Subject and object of lexicology, related linguistic disciplines, terminological issues, sign and linguistic definition of words, syntagmatic and paradigmatic relations between words, synonymy, antonymy, hierarchical relations, hyperonymy, hyponyms, cohyponyms, semantic fields, semasiology, onomasiology, word suprasemantics, word-formation types and word-formation mechanisms, derivation, composition, word shortening, conversion, formation of individual word types.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
FLEISCHER, W./BARZ, I. 1995. Wortbildung der deutschen Gegenwartssprache. Tübigen: Niemeyer Verlag, 1995. 382 s. ISBN 978-3-4841-0682-6
SCHIPPAN, Th. 1993. Lexikologie der deutschen Gegenwartssprache. Tübingen: Max Niemeyer Verlag, 1993. 306 s. ISBN 978-3-4847-3002-1

VAJIČKOVÁ, M. 2009. Lexikalisches Grundwissen in Sprachsystem und Sprachgebrauch. Einführung in die Lexikologie der deutschen Gegenwartssprache. 2., neu bearbeitete und ergänzte Auflage, Bratislava: 2009. 164 s. ISBN 978-8-0223-2595-0
Recommended readings:
COSERIU, E. Einführung in die strukturelle Betrachtung des Wortschatzes. Tübingen: 1973.
SCHWARZE, C./WUNDERLICH, D. (Hg.). 1985. Handbuch der Lexikologie. Königstein: athenäum, 1985.
LUTZEIER, P. R. Lexikologie. Ein Arbeitsbuch. Tübingen: Stauffenburg-Verl., 1995. 167 s. ISBN-13:978-3860572702
REICHMANN, O. 1976. Germanistische Lexikologie. Stuttgart: Metzler, 1976 (= Sammlung Metzler 82).

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 57

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 29,82 | 0,0 | 19,3 | 22,81 | 10,53 | 12,28 | 5,26 |

**Lecturers:** prof. PhDr. Mária Vajičková, CSc.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde013/22 | German lexicology - seminar |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendence).
Student's workload: 11 x 2 hours of direct teaching = 22 hours; 14 hours preparation of seminar work; 14 hours preparation for mid-term evaluation (report). Total 50 hours of student work.
Teaching methods: explanation, narration, interview, discussion, brainstorming, students' own work, work with Internet resources, practice, repetition.

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
During the semester, the student will prepare a visual presentation, present a paper, and prepare a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work are required. Points: active participation in the seminar: 30 points, preparation/presentation of a paper: 30 points, seminar paper: 40 points (100/0).
The grade is awarded on a scale of:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: Precise articulation of the intent and objectives of the paper/seminar paper, demonstration of excellent knowledge of the topic, clear, logical reasoning, ability to flexibly and promptly demonstrate theoretical knowledge through practical examples, nuanced language, correct use of technical terms, excellent composition, clear style and a minimum of grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard and the authorial plural, correct inclusion of bibliographical references in the text and in the index, etc. ), excellent ability to independently present the results of the work and

to incorporate comments from the oral presentation of the paper, active participation in discussions, independent and group problem solving, own creative work during the semester.
Very good: solid treatment of the topic in relation to the objectives pursued, demonstration of good knowledge of the topic, logical structure of the thesis, logical argumentation, ability to demonstrate theoretical knowledge with practical examples, active participation in discussions, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard and the author's plural, correct inclusion of bibliographical references in the text and in the list, etc.), correct use of the author's plural and the author's plural. ), very good ability to present the results of the work independently and to incorporate comments from the oral presentation of the paper, independent and group problem solving and own work during the semester.
Good: Average treatment of the topic in relation to the stated objectives, logical reasoning, correct communication of arguments from secondary literature, demonstration of good knowledge, but the paper contains inaccurate and irrelevant facts in relation to the topic in places, mostly correct use of technical terms, some elements of composition present, prevalence of theoretical information over practical examples, grammatical, orthographic, stylistic level good, appropriate amount of literature taken into account, formally correct editing (observance of the citation standard and the author's plural, correct inclusion of bibliographical references both in the text and in the index, etc.), correctness of the citation standard and the author's plural ), good ability to independently present the results of the work and incorporate comments, participation in discussions, independent and group problem solving.
Satisfactory: Only a rough outline of the problem to be solved, apparently little knowledge related to the topic, imprecise presentation of arguments taken from secondary literature, the topic is treated mainly theoretically without implementation of practical examples, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, multiple grammatical, orthographic, and stylistic errors, use of little secondary literature, inaccuracies in adherence to citation standards, incorrect inclusion of bibliographic references in the text and/or in the list, minimal incorporation of comments from the oral presentation, infrequent participation in discussions, group problem solving throughout the semester.
Sufficient: Results treat the chosen topic superficially and without practical examples by mechanical reading from various sources, knowledge related to the topic is very weak, imprecise use of technical terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, inaccuracies in adherence to citation standards, incorrect inclusion of bibliographic references in the text and/or in the list, lack of ability to independently present theoretical knowledge in connection with practical applications, passive participation in discussions, group problem solving during the semester.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or inadequate preparation for seminars, major formal deficiencies, lack of participation in discussions and group work.
Scale of assessment (preliminary/final): During the semester, the student will prepare a visual presentation, present a paper, and prepare a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work are required. Points: active participation in the seminar: 30 points, preparation/presentation of a paper: 30 points, seminar paper: 40 points (100/0).

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to gain an overview of German lexicology, to be able to explain the word-formation procedures of individual word types and to be able to use lexical units correctly in their collocational and semantic contexts.

Learning outcomes: the graduate of the course knows the terminology of the subject, understands the lexical-semantic and collocational relations in the vocabulary. On the basis of the analysis of practical examples, he/she can define the word-formation procedures of individual word types and then demonstrate them on his/her own examples. They integrate new vocabulary into their language expression, thus achieving a higher level of communicative and presentational competence. Has the ability to recognise lexical units in new relationships (polysemy, homonymy and i) and to use them in new, original ways (creative word combinations, word formation, figurative meaning, etc.).

**Class syllabus:**

Course outcomes of subject (content):
Systematic relationships in vocabulary. Internationalisms, neologisms, archaisms, historicisms. Semantic analysis. Polysemy, homonymy and the process of monosemantics. Semantic models. Suprasemantic aspects of lexis. Word formation in contemporary German. Morphematic structure of a word, word-formation analysis. On the basis of the acquired knowledge the graduate of the course cultivates his/her linguistic expression. In the eventual teaching profession, the student will use the acquired knowledge and skills in the teaching of vocabulary in the teaching of German as a foreign language.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
VAJIČKOVÁ, M. 2009. Lexikalisches Grundwissen in Sprachsystem und Sprachgebrauch. Einführung in die Lexikologie der deutschen Gegenwartssprache. 2., neu bearbeitete und ergänzte Auflage, Bratislava: Univerzita Komenského v Bratislave, 2009. 164 s. ISBN 978-8-0223-2595-0
BILLINA, A./GEIGER,S./TECHMER,M. 2019. Deutsch üben: Wortschatz und Grammatik C1. München: Hueber Verlag, 2019. 136 s. ISBN 978-3-19-727493-5
Recommended readings:
FLEISCHER, W./BARZ, I. 1995. Wortbildung der deutschen Gegenwartssprache. Tübigen: Niemeyer 1995. 382 s. ISBN 978-3-4841-0682-6
LOHDE, M. 2006. Wortbildung des modernen Deutschen. Tübingen: Gunter Narr, 2006. 352 s. ISBN 978-3-8233-7211-0
RÖMER, CH./MATZKE, B. 2005. Lexikologie des Deutschen: Eine Einführung. Tübingen: Gunter Narr, 2005. 236 s. ISBN 978-3-8233-6128-2
SCHIPPAN, T. 2005. Lexikologie der deutschen Gegenwartssprache. Tübingen: De Gruyter, 1993. 306 s. ISBN 978-3-4847-3002-1

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 9

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

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde007/22 | German literature for children and youth |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily on-site).
Student workload: 11 x 2 hours of direct instruction = 22 hours; 28 hours of continuous home preparation for class, self-study; 50 hours of preparation for final assessment (oral examination). 100 hours of student work in total.
Teaching methods: explanations, working with specialist texts, brainstorming, discussion of the topic, analysis of literary texts, guided self-study

**Number of credits:** 4

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:** PdF.KNJL/B-NEMde017/22 - Introduction into literary theory

**Course requirements:**
Course completion requirements:
continuous assessment in the form of discussions: 50 points and oral examination: 50 points (50/50), mastery of theoretical content, reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means, active participation in discussions/analyses.
The assessment:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Distinction: excellent knowledge of the literature of the period and the ability to interpret it on the basis of the means acquired, fluent expression, structured statements, excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid knowledge of the literature of the period and the ability to interpret it on the basis of the acquired means, fluent speech with minor shortcomings, very good ability to think analytically and to formulate critical evaluative attitudes.

Good: average knowledge of the literature of the period, ability to interpret it on the basis of the acquired means, fluent speech with several weaknesses, limited ability to formulate evaluative critical attitudes.
Satisfactory (D): content mastery with several weaknesses, basic mastery and understanding of the issues and interpretive practices, poor scholarly argumentation and formulation of evaluative critical stances.
Satisfactory: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, lack of scientific argumentation and formulation of evaluative critical stances.
Inadequate: insufficient, no knowledge of the literature of the period, insufficient mastery of conceptual tools, failure to read primary literary texts.
Scale of assessment (preliminary/final): continuous assessment in the form of discussions: 50 points and oral examination: 50 points (50/50), mastery of theoretical content, reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means, active participation in discussions/analyses.

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to gain an overview of the history of literature for children and young people written in German. Learning outcomes: the graduate will learn about the current state of research on children's and young adult literature in German-speaking countries, as well as the contexts of production and reception of children's and young adult literature. The student will be able to analyse key texts in children's and young adult literature, learn to work with specialist literature and apply the acquired knowledge creatively in practice.

**Class syllabus:**
Course outcomes of subject (content):
The origins of post-German written literature for children and youth (CHAY). Enlightenment CHAY; CHAY of the Romantic period. Biedermeier and realism. CHAY of the imperialism and imperial empire periods. CHAY under the influence of the so-called Youth Writing Movement (Jugendschriftenbewegung). CHAY during the Weimar Republic - 1920s in CHAY - Literature of the big city. CHAY of the internal emigration and the CHAY in exile. CHAY of the German Federal Republic after 1945. CHAY of the German Democratic Republic. CHAY in the 21st century.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
SCHIKORSKY, I. Kurze Geschichte der Kinder- und Jugendliteratur. BoD. 172 s. ISBN-10:384235133X, ISBN-13:978-3842351332 alebo
SCHIKORSKY, I. 2003. Schnellkurs. Kinder-und Jugendliteratur. Köln: DuMont, 2003. 192 s. ISBN 3-8321-7600-4
Recommended readings:
GANSEL, C. 1999. Moderne Kinder-und Jugendliteratur. Ein Praxishanbuch für den Unterricht. Berlin: Cornelsen, 1999. 240 s. ISBN 10: 3589229276
LANGE, G. (ed.) 2000. Taschenbuch der Kinder-und Jugendliteratur. Baltmannsweiler: Schneider Verlag Hohengehren, 2000. 565 s. ISBN 3-89676-345-8
MATTENKLOTT, G. 1989. Die Zauberkreide. Stuttgart: J. B. Metzlersche Verlagsbuchhandlung, 1989. 363 s. ISBN 3476006727
MIKULÁŠOVÁ, A. 2000. Einblicke in die neuere österreichische Kinder- und Jugendliteratur. Bratislava: Monitor Promotion, 2000. 176 s. ISBN 80-968927-8-9

MIKULÁŠOVÁ, A./MIKULÁŠ, R. 2011. Diskurse der Kinder- und Jugendliteraturforschung. Nümbrecht: Kirsch Verlag, 2011. 140 s. ISBN 978-3-933586-79-7

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 77

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 16,88 | 0,0 | 9,09 | 15,58 | 22,08 | 19,48 | 16,88 |

**Lecturers:** doc. Mgr. Andrea Mikulášová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

# COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde028/22 | German literature for children and youth – seminar |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily on-site).
Student's workload: 11 x 2 hours of direct teaching = 22 hours; 12 hours of preparation for a paper; 16 hours of preparation for a seminar paper. 50 hours of student work in total.
Teaching methods: analysis of literary texts, work with professional texts, brainstorming, discussion of the topic, guided self-study

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
reading of primary literature texts is required (the so-called texts on the reading list), knowledge of conceptual means and methods of literary studies, active participation in discussions/analyses: 30 points, preparation/presentation of a paper: 30 points, seminar paper: 40 points (100/0).
The assessment:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: precise formulation of the purpose of the work, clear and logical argumentation, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation, differentiated language, correct use of technical terms, minimal grammatical, orthographic and stylistic errors, consideration of a large amount of literature, formally correct editing (adherence to citation standards, etc.), good grades (excellent), excellent ability to independently present the results of work and incorporate comments, active participation in discussions/analyses of literary works, independent problem solving, independent, creative work during the semester.

Very good: solid treatment of the topic in relation to the objectives pursued, logical structure of the thesis, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), very good ability to present the results of the thesis independently and to incorporate comments from the oral presentation of the thesis, active participation in discussions/analyses of literary works, independent problem-solving, and self-created work during the semester.
Good: average treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), correct use of technical terms, grammatically, orthographically, stylistically at a good level. ), good ability to independently present the results of work and incorporate comments, participation in discussions/analyses of literary works, independent problem solving during the semester.
Satisfactory: only a rough outline of the problem to be solved, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, a greater number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, infrequent participation in discussions/analyses of literary works and in group work during the semester.
Sufficient: results treat the chosen topic superficially and without own contribution by mechanically reading from various sources, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of little secondary literature, insufficient ability to present theoretical knowledge independently, passive participation in discussions/analyses of literary works and group work during the semester.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, weak or no argumentation, large number of orthographic, stylistic errors, lack of or inadequate preparation for seminars, major formal deficiencies. Failure to engage in discussions and group work during the semester.
Scale of assessment (preliminary/final): reading of primary literature texts is required (the so-called texts on the reading list), knowledge of conceptual means and methods of literary studies, active participation in discussions/analyses: 30 points, preparation/presentation of a paper: 30 points, seminar paper: 40 points (100/0). The assessment:

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to become familiar with specific genres of literature for children and young people and how to work with them.
Learning outcomes: the graduate of the course will get to know the key texts of literature for children and youth in German-speaking countries, develop presentation and argumentation strategies, learn to creatively apply the acquired knowledge in teaching practice.

**Class syllabus:**

Course outcomes of subject (content):
Literature for children and young people - subject matter - definitions - literature for children and young people in foreign language teaching. Genres: lyric for children and young people; picture book; fairy tale; short story; fantastic prose for children and young people - short story - novella; realistic prose for children and young people; adolescent novel; adventurous prose; comics; magazines for children.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
https://www.kinderundjugendmedien.de
Recommended readings:
LANGE, G. (ed.) 2000. Taschenbuch der Kinder-und Jugendliteratur. Baltmannsweiler: Schneider Verlag Hohengehren, 2000. 565 s. ISBN 3-89676-345-8
MIKULÁŠOVÁ, A. 2000. Einblicke in die neuere österreichische Kinder- und Jugendliteratur. Bratislava: Monitor Promotion, 2000. 176 s. ISBN 80-968927-8-9
MIKULÁŠOVÁ, A./MIKULÁŠ, R. 2011. Diskurse der Kinder- und Jugendliteraturforschung. Nümbrecht: Kirsch Verlag, 2011. 140 s. ISBN 978-3-933586-79-7
MATTENKLOTT, G. 1989. Die Zauberkreide. Stuttgart: J. B. Metzlersche Verlagsbuchhandlung, 1989. 363 s. ISBN 3476006727

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 47

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 31,91 | 0,0 | 19,15 | 36,17 | 4,26 | 6,38 | 2,13 |

**Lecturers:** doc. Mgr. Andrea Mikulášová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde005/22 | German literature of the 18th century |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily on-site)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 28 hours of continuous home preparation for class, self-study; 50 hours of preparation for the final assessment (oral examination). 100 hours of student work in total.
Educational methods: explanations, working with specialist texts, brainstorming, discussion of the topic, analysis of literary texts, guided self-study.

**Number of credits:** 4

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
continuous assessment in the form of discussions: 50 points and oral examination: 50 points (50/50), mastery of theoretical content, reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means, active participation in discussions/analyses.
The assessment:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Distinction: excellent knowledge of the literature of the period and the ability to interpret it on the basis of the means acquired, fluent expression, structured statements, excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid knowledge of the literature of the period and the ability to interpret it on the basis of the acquired means, fluent speech with minor shortcomings, very good ability to think analytically and to formulate critical evaluative attitudes.

Good: average knowledge of the literature of the period, ability to interpret it on the basis of the acquired means, fluent speech with several weaknesses, limited ability to formulate evaluative critical attitudes.
Satisfactory (D): content mastery with several weaknesses, basic mastery and understanding of the issues and interpretive practices, poor scholarly argumentation and formulation of evaluative critical stances.
Satisfactory: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, lack of scientific argumentation and formulation of evaluative critical stances.
Inadequate: insufficient, no knowledge of the literature of the period, insufficient mastery of conceptual tools, failure to read primary literary texts.
Scale of assessment (preliminary/final): continuous assessment in the form of discussions: 50 points and oral examination: 50 points (50/50), mastery of theoretical content, reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means, active participation in discussions/analyses.

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to gain an overview of German literature from the early Enlightenment to Goethe's late works.
Learning Outcomes: the graduate of the course will acquire an overview of literature as a system and institution in the broader social and especially spiritual context of the 18th century. They will learn to analyse key texts of the period, work critically with the literature, and develop argumentative and presentation strategies.

**Class syllabus:**
Course outcomes of subject (content):
Literature of the early Enlightenment: the travel novel, the adventure novel, court poetry, the beginnings of literary criticism. Philosophy of the Enlightenment, the first literary talents of the Enlightenment literature, the literary quarrel between Leipzig and Zurich, its origins and consequences. The literary Rococo, doctrinal literature, literature from Halle and Prussia, anacreontics in Germany. Turning towards the constitution of a "classical" national literature. Sturm und Drang, causes of the emergence of a new ideological orientation, changes in the middle of the 18th century. Goethe from literary beginnings to his stay in Italy. Schiller from the period of his studies in Ludwigsburg to his stay in Weimar and Jena. German classics, Goethe after his return from Italy, Goethe's prose works, Goethe's work at the turn of the century, return to Faust. Schiller and Goethe, Schiller's classical dramas and the last creative phase, contemporaries of Goethe and Schiller. Transcending the classics. Goethe's late work.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
BEUTIN, W. a i. 2019. Deutsche Literaturgeschichte: Von den Anfängen bis zur Gegenwart. Metzler, 2019. 810 s. ISBN-10:3476049523, ISBN-13:978-3476049520 (vybrané kapitoly)
Recommended readings:
MIKULÁŠ, R. 2017 Cesta ako individuačný proces a ako blúdenie: kognitívno-naratologické úvahy o centrálnom sujete vývinového románu. In: Philologia. Roč. 27, č. 1 (2017), 85–102. ISSN 1339-2026
SØRENSEN, B. A. 2020. Geschichte der deutschen Literatur Bd. I: Vom Mittelalter bis zur Romantik. C. H. Beck, 2020. 352 s. ISBN-10:3406751849, ISBN-13:978-3406751844 alebo

ZMEGAČ, V. 2004. Kleine Geschichte der deutschen Literatur. Von den Anfängen bis zur Gegenwart. Wiesbaden: Marix Verlag, 2004. 432 s. ISBN 393771524X

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 63

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 31,75 | 0,0 | 22,22 | 19,05 | 15,87 | 7,94 | 3,17 |

**Lecturers:** Mgr. Roman Mikuláš, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde006/22 | German literature of the 19th century |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily on-site)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 28 hours of continuous home preparation for class, self-study; 50 hours of preparation for the final assessment (oral examination). 100 hours of student work in total.
Teaching methods: explanations, working with specialist texts, brainstorming, discussion of the topic, analysis of literary texts, guided self-study.

**Number of credits:** 4

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
continuous assessment in the form of discussions: 50 points and oral examination: 50 points (50/50), mastery of theoretical content, reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means, active participation in discussions/analyses.
The assessment:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Distinction: excellent knowledge of the literature of the period and the ability to interpret it on the basis of the means acquired, fluent expression, structured statements, excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid knowledge of the literature of the period and the ability to interpret it on the basis of the acquired means, fluent speech with minor shortcomings, very good ability to think analytically and to formulate critical evaluative attitudes.

Good: average knowledge of the literature of the period, ability to interpret it on the basis of the acquired means, fluent speech with several weaknesses, limited ability to formulate evaluative critical attitudes.
Satisfactory (D): content mastery with several weaknesses, basic mastery and understanding of the issues and interpretive practices, poor scholarly argumentation and formulation of evaluative critical stances.
Satisfactory: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, lack of scientific argumentation and formulation of evaluative critical stances.
Inadequate: insufficient, no knowledge of the literature of the period, insufficient mastery of conceptual tools, failure to read primary literary texts.
Scale of assessment (preliminary/final): continuous assessment in the form of discussions: 50 points and oral examination: 50 points (50/50), mastery of theoretical content, reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means, active participation in discussions/analyses.

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to gain an overview of the 19th century literature.
Learning Outcomes: the graduate of the course will gain a differentiated view of literature as a system and institution in a broader social and especially spiritual context from the end of the 18th century to the last decades of the 19th century. The student will learn to analyze key texts of the period, work critically with literature, gain insight into the current state of the issues under study, and develop argumentative and presentation strategies.

**Class syllabus:**
Course outcomes of subject (content):
The social situation in Germany after the French Revolution, the philosophy of the period and the establishment of German studies as a scientific discipline, the possibilities of periodization of the epoch, literary centres. The beginnings of women's emancipation. Berlin salons, Romantic poetics, theorists and theoretical works of early Romanticism. The "folk tale", literary foci of early Romanticism. Between classics and romance. Between romance and realism, restoration currents after 1815; currents of emancipation- Junges Deutschland, Vormärz. Biedermeier, Vienna People's Theatre. Realism, social situation in Germany after 1848, prose works, lyrical works, dramatic works. Naturalism, theory of so-called consequential realism. Key works (primary literature) are updated at the beginning of the semester.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
BEUTIN, W. a i. 2019. Deutsche Literaturgeschichte: Von den Anfängen bis zur Gegenwart. Metzler, 2019. 810 s. ISBN-10:3476049523, ISBN-13:978-3476049520 (selected chapters)
Recommended readings:
MIKULÁŠ, R. 2014. Ferdinand von Saar: podoby rakúskej novely medzi realizmom a modernou. In: Premeny poetiky novely 20. storočia v európskom kontexte. Bratislava: Univerzita Komenského, 2014, s. 136–152. ISBN 978-80-223-3714-4
MIKULÁŠOVÁ, A. 1998. Bratia Grimmovci a zberatelia rozprávok na Slovensku: podobnosti a odlišnosti v prístupe k spracovaniu ľudovej slovesnosti. In: Literatúra pre deti a mládež v procese 1. Nitra: Univerzita Konštantína Filozofa, 1998, 309–315. ISBN 80-8050-160-2

SØRENSEN, B. A. 2020. Geschichte der deutschen Literatur Bd. I: Vom Mittelalter bis zur Romantik. C. H. Beck, 2020. 352 s. ISBN-10:3406751849, ISBN-13:978-3406751844
SØRENSEN, B. A. 2016. Geschichte der deutschen Literatur Bd. II: Vom 19. Jahrhundert bis zur Gegenwart. C. H. Beck, 2016. 512 s. ISBN-10:‍340669733X, ISBN-13:978-3406697333
ZMEGAČ, V. 2004. Kleine Geschichte der deutschen Literatur. Von den Anfängen bis zur Gegenwart. Wiesbaden: Marix Verlag, 2004. 432 s. ISBN 393771524X

**Languages necessary to complete the course:**
German, Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 61

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 18,03 | 0,0 | 14,75 | 11,48 | 22,95 | 14,75 | 18,03 |

**Lecturers:** doc. Mgr. Andrea Mikulášová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

# COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde014/22 | German literature of the 19th century - seminar |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily on-site).
Student's workload: 11 x 2 hours of direct teaching = 22 hours; 12 hours of preparation for a paper; 16 hours of preparation for a seminar paper. 50 hours of student work in total.
Teaching methods: analysis of literary texts, working with professional texts, brainstorming, discussion of the topic, guided self-study.

**Number of credits:** 2

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
reading of primary literature texts is required (the so-called texts on the reading list), knowledge of conceptual means and methods of literary research, active participation in discussions/analyses: 30 points, preparation/presentation of a paper: 30 points, final seminar paper: 40 points (100/0).
The assessment:
A (100 - 91%, excellent - outstanding)
B (90 - 81%, very good - above average standard)
C (80 - 73%, good - normal reliable work)
D (72 - 66%, satisfactory - acceptable results)
E (65 - 60%, satisfactory - results meet minimum criteria)
Fx (59 - 0%, inadequate - extra work required).
Excellent: precise formulation of the purpose of the work, clear and logical argumentation, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation, differentiated language, correct use of technical terms, minimal grammatical, orthographic and stylistic errors, consideration of a large amount of literature, formally correct editing (adherence to citation standards, etc.), good grades (excellent), excellent ability to independently present the results of work and incorporate comments, active participation in discussions/analyses of literary works, independent problem solving, independent, creative work during the semester.

Very good: solid treatment of the topic in relation to the objectives pursued, logical structure of the thesis, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), very good ability to present the results of the thesis independently and to incorporate comments from the oral presentation of the thesis, active participation in discussions/analyses of literary works, independent problem-solving, and self-created work during the semester.
Good: average treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), correct use of technical terms, grammatically, orthographically, stylistically at a good level. ), good ability to independently present the results of work and incorporate comments, participation in discussions/analyses of literary works, independent problem solving during the semester.
Satisfactory: only a rough outline of the problem to be solved, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, a greater number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, infrequent participation in discussions/analyses of literary works and in group work during the semester.
Sufficient: results treat the chosen topic superficially and without own contribution by mechanically reading from various sources, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of little secondary literature, insufficient ability to present theoretical knowledge independently, passive participation in discussions/analyses of literary works and group work during the semester.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, weak or no argumentation, large number of orthographic, stylistic errors, lack of or inadequate preparation for seminars, major formal deficiencies. Failure to engage in discussions and group work during the semester.
Scale of assessment (preliminary/final): reading of primary literature texts is required (the so-called texts on the reading list), knowledge of conceptual means and methods of literary research, active participation in discussions/analyses: 30 points, preparation/presentation of a paper: 30 points, final seminar paper: 40 points (100/0).

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to analyse and interpret literary texts from Romanticism to the end of Naturalism.
Learning outcomes: the graduate of the course will acquire an effective repertoire of strategies for dealing with texts on the basis of empirical experience with the text and the need to interpret it at different levels. The graduate of the course will be able to identify the period from which this shift emerged and identify it in the structure of the text, in the system of themes, motifs, the psychological profile of the characters and other features of the texts.

**Class syllabus:**
Course outcomes of subject (content):
analysis of literary texts, Ludwig Tieck: Der blonde Eckbert, Clemens Brentano: Geschichte vom braven Kasperl und dem schönen Annerl, E.T.A. Hoffmann: Der Sandmann, H. v. Kleist: Michael Kohlhaas, Franz Grillparzer: Der arme Spielmann, Georg Büchner: Woyzeck, Jeremias Gotthelf:

Die schwarze Spinne, Adalbert Stifter: Der Bergkristall, Brigitta, G. Keller: Romeo und Julia auf dem Dorfe, Theodor Fontane: Effi Briest, Gerhart Hauptmann: Bahnwärter Thiel etc. The selection of texts is updated at the beginning of the academic year.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
BEUTIN, W. a i. 2019. Deutsche Literaturgeschichte: Von den Anfängen bis zur Gegenwart. Metzler, 2019. 810 s. ISBN-10:3476049523, ISBN-13:978-3476049520 (selected chapters)
Recommended readings:
McINNES, E./PLUMPE, G. (eds.) 1996. Hansers Sozialgeschichte der deutschen Literatur. 6. Band. Bürgerlicher Realismus und Gründerzeit 1848–1890. München/Wien: dtv, 1996. 760 s. ISBN-13:9783423043489
MIKULÁŠ, R. 2014. Ferdinand von Saar: podoby rakúskej novely medzi realizmom a modernou. In: Premeny poetiky novely 20. storočia v európskom kontexte. Bratislava: Univerzita Komenského, 2014, 136–152. ISBN 978-80-223-3714-4
MIKULÁŠOVÁ, A. 1998. Bratia Grimmovci a zberatelia rozprávok na Slovensku: podobnosti a odlišnosti v prístupe k spracovaniu ľudovej slovesnosti. In: Literatúra pre deti a mládež v procese 1. Nitra: Univerzita Konštantína Filozofa, 1998, 309–315. ISBN 80-8050-160-2
SAUTERMEISTER, G./SCHMID, U. 1998. Hansers Sozialgeschichte der deutschen Literatur. 5. Band. Zwischen Restauration und Revolution. 1815 – 1848. München/Wien: dtv 1998. 760 s. ISBN-10:3423043474
SØRENSEN, B. A. 2016. Geschichte der deutschen Literatur Bd. II: Vom 19. Jahrhundert bis zur Gegenwart. C. H. Beck, 2016. 512 s. ISBN-10:‍340669733X, ISBN-13:978-3406697333

**Languages necessary to complete the course:**
German, Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 42

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 19,05 | 0,0 | 14,29 | 42,86 | 19,05 | 2,38 | 2,38 |

**Lecturers:** doc. Mgr. Andrea Mikulášová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde008/22 | German morphology |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily attendance).
Student workload: 11 x 2 hours of direct instruction = 22 hours; 28 hours of continuous home preparation for class, independent study; 50 hours of preparation for final assessment (written and oral exam. Total 100 hours of student work.
Teaching methods: explanation, work with a specialist text, discussion of the topic, motivational talk on the importance of morphology in grammatically correct language speech, morphological analysis of individual word types, guided independent study

**Number of credits:** 4

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:** PdF.KNJL/B-NEMde018/22 - Introduction to the study of German language

**Course requirements:**
Course completion requirements:
intermediate assessment in the form of discussion: 50 points and examination: 50 points (50/50), final written and oral examination, mastery of theoretical content, conceptual instrumentation and proof of concepts with examples, active cooperation is required.
The assessment is given on a scale:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: excellent knowledge of morphological theories on defining and classifying word types and their grammatical categories, fluent speech, structured utterances, sovereign handling of conceptual instrumentation, and ability to give examples of the linguistic phenomena discussed, as well as excellent ability to formulate critical positions.
Very good: solid knowledge of morphological theories on defining and classifying word types, fluent speech with minor weaknesses, very good ability to handle conceptual instrumentation and

to give examples of the linguistic phenomena discussed, and very good ability to formulate critical attitudes.
Good: average knowledge of morphological theories of defining and classifying word types, fluent speech with several weaknesses, limited ability to formulate evaluative critical attitudes and to handle conceptual instrumentation, and ability to give examples of the linguistic phenomena discussed.
Satisfactory: morphological theories are mastered with several deficiencies, basic mastery and understanding of the subject matter and ability to recognise grammatical forms and identify grammatical categories of words, weak scientific argumentation and formulation of evaluative critical stances.
Adequate: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific reasoning and formulation of evaluative critical stances.
Inadequate: insufficient knowledge of morphological theories, grammatical categories and word forms, insufficient mastery of conceptual instrumentation, insufficient ability to apply morphological theories in determining grammatical categories and in morphological analysis of words.
Scale of assessment (preliminary/final): intermediate assessment in the form of discussion:
50 points and examination: 50 points (50/50), final written and oral examination, mastery of theoretical content, conceptual instrumentation and proof of concepts with examples, active cooperation is required.

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Educational objectives: to highlight the importance of grammatical forms in clear and comprehensible communication, the subject is intended to contribute to the development of communication skills.
Learning outcomes: the graduate is proficient in the morphological and morphemic system, classification of word types, classification of grammatical categories and grammatical paradigms of German.

**Class syllabus:**
Course outcomes of subject (content):
Verb - functionality, semantics, forms. Classifications in individual languages, regular and irregular inflection, reflexive verbs, prefix verbs, grammatical categories in individual languages. Nouns - functionality, semantics, forms. Classifications in individual languages, declension paradigms, other grammatical categories. Pronouns - functionality, semantics, forms. Adjectives - formal, semantic and syntactic classifications in individual languages, specifics of declension and comparison. Numerals - functionality, semantics, forms. Adverbs. Characteristics and classifications with regard to semantic and syntactic criteria. Forms of gradation. Prepositions and conjunctions - location in the language system, classification and characterisation of individual types according to semantic, syntactic and formal criteria. Particles - functionality, semantics, classification systems. Citation - functionality, semantics, classification systems.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
BUSCHA, J./HELBIG, G. 2011. Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht, 7. Aufl., Berlin/Wien: Langenscheidt, 2011. 654 s. ISBN 978-3-468-49493-2

Recommended readings:
EISENBERG, P. 2013. Grundriss der deutschen Grammatik. Bd. 1. Das Wort.
4., aktualisierte und überarb. Aufl., Stuttgart: Metzler 2013. 513 s. ISBN 978-3-476-02425-1
ENGEL, U. 2009. Deutsche Grammatik. 2., durchges. Aufl., Neubearb., München: Iudicium , 2009. 485 s. ISBN 978-3-89129-914-2
GÖTZE, L./HESS-LÜTTICH, E. W. B. 1995. Knaurs Grammatik der deutschen Sprache : Sprachsystem und Sprachgebrauch. 7.Aufl., München: Droemer Knaur, 1995. 624 s. ISBN 3-426-82010-2
WEINRICH, H. 2002. Textgrammatik der deutschen Sprache. 4., rev. Aufl., Darmstadt: Wiss. Buchges., 2007. 1111 s. ISBN 9783487117416

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 74

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 16,22 | 0,0 | 17,57 | 17,57 | 17,57 | 20,27 | 10,81 |

**Lecturers:** prof. PhDr. Mária Vajičková, CSc.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde015/22 | German morphology - seminar |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendance).
Student's workload: 11 x 2 hours of direct teaching = 22 hours; 14 hours preparation of seminar work; 14 hours preparation for mid-term evaluation (report). Total 50 hours of student work.
Teaching methods: explanation, narration, interview, discussion, brainstorming, students' own work, work with Internet resources, practice, repetition

**Number of credits:** 2

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
test (100/0)
The grade is awarded on a scale of:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: Precise articulation of the intent and objectives of the paper/seminar paper, demonstration of excellent knowledge of the topic, clear, logical reasoning, ability to flexibly and promptly demonstrate theoretical knowledge through practical examples, nuanced language, correct use of technical terms, excellent composition, clear style and a minimum of grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard and the authorial plural, correct inclusion of bibliographical references in the text and in the index, etc. ), excellent ability to independently present the results of the work and to incorporate comments from the oral presentation of the paper, active participation in discussions, independent and group problem solving, own creative work during the semester.
Very good: solid treatment of the topic in relation to the objectives pursued, demonstration of good knowledge of the topic, logical structure of the thesis, logical argumentation, ability to demonstrate theoretical knowledge with practical examples, active participation in discussions, clear language,

only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard and the author's plural, correct inclusion of bibliographical references in the text and in the list, etc.), correct use of the author's plural and the author's plural. ), very good ability to present the results of the work independently and to incorporate comments from the oral presentation of the paper, independent and group problem solving and own work during the semester.
Good: Average treatment of the topic in relation to the stated objectives, logical reasoning, correct communication of arguments from secondary literature, demonstration of good knowledge, but the paper contains inaccurate and irrelevant facts in relation to the topic in places, mostly correct use of technical terms, some elements of composition present, prevalence of theoretical information over practical examples, grammatical, orthographic, stylistic level good, appropriate amount of literature taken into account, formally correct editing (observance of the citation standard and the author's plural, correct inclusion of bibliographical references both in the text and in the index, etc.), correctness of the citation standard and the author's plural ), good ability to independently present the results of the work and incorporate comments, participation in discussions, independent and group problem solving.
Satisfactory: Only a rough outline of the problem to be solved, apparently little knowledge related to the topic, imprecise presentation of arguments taken from secondary literature, the topic is treated mainly theoretically without implementation of practical examples, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, multiple grammatical, orthographic, and stylistic errors, use of little secondary literature, inaccuracies in adherence to citation standards, incorrect inclusion of bibliographic references in the text and/or in the list, minimal incorporation of comments from the oral presentation, infrequent participation in discussions, group problem solving throughout the semester.
Sufficient: Results treat the chosen topic superficially and without practical examples by mechanical reading from various sources, knowledge related to the topic is very weak, imprecise use of technical terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, inaccuracies in adherence to citation standards, incorrect inclusion of bibliographic references in the text and/or in the list, lack of ability to independently present theoretical knowledge in connection with practical applications, passive participation in discussions, group problem solving during the semester.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or inadequate preparation for seminars, major formal deficiencies, lack of participation in discussions and group work.
Scale of assessment (preliminary/final): During the semester, the student will prepare a visual presentation, present a paper, and prepare a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work are required. Points: active participation in the seminar: 30 points, preparation/presentation of a paper: 30 points, seminar paper: 40 points (100/0).

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Learning objectives: the ability to produce grammatically correct linguistic structures.
Learning outcomes: the graduate of the course knows the morphemic and morphological system of German, is able to identify grammatically correct linguistic structures. The student is familiar with the connections between the forms and functions of linguistic devices. The student is capable of self-reflection and self-evaluation (critically assessing his/her linguistic level) and subsequent self-correction. Integrates the acquired knowledge and skills into his/her linguistic expression, thus improving his/her communication and presentation skills.

**Class syllabus:**

Course outcomes of subject (content):
morphemic structure of words in authentic texts. Reversible verbs - practical exercises. Prepositional verbs - practical exercises. Verb conjugations - practical exercises. Semantics and flexion of German verbs in authentic texts. Grammatical categories of nouns. Adjectives in the function of attributive, nominal adjunct and adverbial determiner. Pronouns and pronominal adverbs - practical exercises. Numerals - practical exercises. Adverbs and their semantic relations in a sentence. Prepositions and conjunctions - practical exercises. Particles, quotation marks and their pragmatic function in the text. On the basis of the acquired knowledge, the graduate of the course cultivates his/her linguistic expression. In the eventual teaching profession, he/she will use the acquired knowledge and skills in communicating grammatical structures in the teaching of German as a foreign language.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
BUSCHA, J./HELBIG, G. 2011. Übungsgrammatik Deutsch. 6. Aufl., Berlin: Langenscheidt, 2011. 379 s. ISBN 978-3-468-49494-9
Recommended readings:
BUSCHA, J./HELBIG, G. 2011. Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht, 7. Aufl., Berlin/Wien: Langenscheidt, 2011. 654 s. ISBN 978-3-468-49493-2
HALL, K./ SCHEINER, B. 2014. DaF-Übungsgrammatik für die Oberstufe B2-C2. 1. neue Ausg., Ismaning: Hueber Verlag, 2014. 359 s. ISBN 978-3-19-207448-6

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 62

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 27,42 | 0,0 | 24,19 | 9,68 | 12,9 | 14,52 | 11,29 |

**Lecturers:** PaedDr. Peter Gergel, PhD.

**Last change:** 06.02.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

# COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde003/22 | German phonetics and phonology |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendance).
Student workload: 11x 2 hours of direct teaching = 22 hours; 10 hours of preparation for direct teaching 18 hours of preparation for assessment (test and dictation). Total 50 hours of student work.
Teaching methods: expository (explanation of theoretical knowledge in the field of writing professional texts and creating final theses, fixation (training of typical vocabulary for individual types of professional texts in the final thesis), diagnostic and classification, etc.

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
assessment (test and dictation - 100/0)
During the semester there will be a written test focusing on theoretical knowledge of phonetics and phonology and a dictation. The student will receive a maximum of 50 points for the test and a maximum of 50 points for the dictation.
The grade is awarded on a scale:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
A - excellent performance, the student has mastered the principles of pronunciation and has excellent results in the basic knowledge in the theory of phonetics and phonology.
B - excellent performance, the student masters the principles of pronunciation but makes minor errors and has excellent results in the area of basic knowledge in the theory of phonetics and phonology.

C - good performance, the student knows the principles of pronunciation, makes minor errors occurring fairly frequently and has good results in the area of basic knowledge in the theory of phonetics and phonology.
D - satisfactory performance, the student masters the principles of pronunciation with only problems and has satisfactory results in the area of basic knowledge in the theory of phonetics and phonology.
E - satisfactory performance, the student has deficiencies in written pronunciation and has reasonably satisfactory performance in the area of basic knowledge in phonetics and phonology theory.
Scale of assessment (preliminary/final): assessment (test and dictation - 100/0)

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to acquire basic knowledge of German phonetics and phonology and skills in standard pronunciation
Learning outcomes: the graduate will master basic theoretical information and practical knowledge and skills in German phonetics and phonology with special attention to systematics, terminology and history (phonological schools, laws of sound production and the reflection of these laws in the language system).
The graduate of the course will acquire the following transferable competences: communicative skills based on correct pronunciation in German and analytical skills based on the analysis of the German phonetic system.
Knowledge: the graduate understands the principles of syllable formation, analyses linguistic material.
Skills: the graduate applies theoretical knowledge related to the formation of vowels in pronunciation.
Competences: the graduate has competences in the field of standard pronunciation.

**Class syllabus:**
Course outcomes of subject (content):
Subject, tasks, goals and perspectives of German phonetics and phonology as scientific disciplines. Brief history of phonetics and phonology, phonological schools, basic concepts of phonetics and phonology and their interpretation from the theoretical and practical point of view. Characteristics of articulation and articulatory base in German, speech organs - their functioning, classification, analysis and description of the German syllabic system. The graphemic level of the German language, the prosodic level of the German language. Suprasegmental phenomena such as accent, rhythm, pauses, tempo, juncture and their theoretical and practical analysis. Contrastive phonetics and its importance in the process of teaching foreign languages, comparison of the German and Slovak spelling systems and prosodic principles of both languages from the linguistic and didactic point of view. The content of the course contributes to the profile of the graduate, as the graduate should have extensive knowledge of the theories of the discipline of Germanic studies, Germanic linguistics and linguistic sub-disciplines.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
HIRSCHFELD, U. 2016. Phonetik im Fach Deutsch als Fremd- und Zweitsprache: Unter Berücksichtigung des Verhältnisses von Orthografie und Phonetik. Berlin: Erich Schmidt Verlag GmbH & Co, 2016. 253 s. ISBN: 9783503170180
Recommended readings:

ADAMCOVÁ, L. 2001. Phonetik der deutschen Sprache. Bratislava: Univerzita Komenského, 2001. 201 s. ISBN 80-223-1678-4
ADAMCOVÁ, L. 1996. Praktische Phonetik des Deutschen. Bratislava: Slovac Academic Press, 1996. 111 s. ISBN 80-85665-67-0
GLÜCK, H. 2010. Metzler Lexikon Sprache. Stuttgart, Weimar: Metzler, 2010. 793 s. ISBN 978-3-476-02335-3
MANGOLD, M. Duden. Bd. 6. 2006. Das Aussprachewörterbuch. 6. prepracované a aktualizované vyd., Mannheim, Leipzig, Wien, Zürich: Bibliographisches Institut F.A. Brockhaus AG, 2006. 864 s. ISBN 978-3411040667
RAUSCH, R./RAUSCH, I. 2002. Deutsche Phonetik für Ausländer. Berlin: Langenscheidt Verlag Enzyklopädie, 2002. 404 s. ISBN 978-3324001458

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 17

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 17,65 | 0,0 | 29,41 | 23,53 | 11,76 | 17,65 | 0,0 |

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde009/22 | German syntax |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily attendence).
Student workload: 11 x 2 hours of direct instruction = 22 hours; 28 hours of continuous home preparation for class, independent study; 50 hours of preparation for final assessment (written and oral exam). Total 100 hours of student work.
Teaching methods: explanation, work with a specialist text, discussion of the topic, motivational talk on the importance of syntax in grammatically correct language expression, syntactic analysis, guided independent study

**Number of credits:** 4

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:** PdF.KNJL/B-NEMde008/22 - German morphology

**Course requirements:**
Course completion requirements:
continuous assessment in the form of discussion: 50 points and examination: 50 points (50/50), mastery of theoretical content, conceptual instrumentation and proof of concepts with examples, active cooperation is required.
Assessment is awarded on a scale:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Distinction: excellent knowledge of the development of syntactic theories based on the conceptual instrumentation acquired, ability to relate new knowledge to prior morphological knowledge and skills learned in the past, fluent speech, structured utterances, sovereign handling of the conceptual instrumentation, and ability to give examples of the linguistic phenomena discussed, as well as an excellent ability to formulate critical positions.
Very good: solid knowledge of the development of syntactic theories on the basis of the conceptual instrumentarium acquired, ability to relate new knowledge to previous morphological knowledge

and skills acquired in the past, fluent speech with minor deficiencies, very good ability to handle the conceptual instrumentarium and to give examples of the linguistic phenomena discussed, and very good ability to formulate critical attitudes.
Good: average knowledge of the development of syntactic theories on the basis of the conceptual instrumentarium acquired, ability to relate new knowledge to previous morphological knowledge and skills acquired in the past, fluent speech with several weaknesses, limited ability to formulate evaluative critical attitudes and to handle the conceptual instrumentation, and ability to give examples of the linguistic phenomena discussed.
Satisfactory: syntactic theories are mastered with several deficiencies, basic mastery and understanding of the subject matter and ability to recognize sentence structure and individual clauses, weak scientific argumentation and formulation of evaluative critical stances.
Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific argumentation and formulation of evaluative critical stances.
Inadequate: insufficient knowledge of the development of syntactic theories, insufficient mastery of conceptual instrumentation, insufficient ability to apply syntactic theories in sentence analysis.
Scale of assessment (preliminary/final): continuous assessment in the form of discussion:
50 points and examination: 50 points (50/50), mastery of theoretical content, conceptual instrumentation and proof of concepts with examples, active cooperation is required.

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:
Educational objectives: to highlight the importance of sentence structure and word sequence in the formulation of comprehensible utterances and in communication, the subject is intended to contribute to the development of communication skills.
Learning outcomes: the graduate will master the systematics of German sentence structure, the classification of sentence articles, types of grammatical sequence in German and the importance of individual word types in the realization of sentence articles.

**Class syllabus:**

Course outcomes of subject (content):
The syntactic level of language. Definition of a sentence. The system of sentence members according to classical syntactic theories and according to dependency grammar. Morphological realization of sentence members. Syntagmatic structures in Slovak and German. Congruence in comparison of both languages. Sentence members as relations and as categories. Hierarchization principles of sentence structure. Linear, topological structure of the sentence. Comparison of verbal tendencies. Sentence frame, extraction from sentence frame, nominal frame. Semi-sentential constructions. Semantic-syntactic relations between sentences in a clause and sentence-sequence. Simple and compound sentences, subordinating and subordinating conjunctions. Basics of textual syntax and semantics.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
BUSCHA, J./HELBIG, G. 2011. Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht, 7. Aufl., Berlin/Wien: Langenscheidt, 2011. 654 s. ISBN 978-3-468-49493-2
Recommended readings:
EISENBERG, P. 2013. Grundriss der deutschen Grammatik. Bd. 1. Das Wort.
4., aktualisierte und überarb. Aufl., Stuttgart: Metzler 2013. 513 s. ISBN 978-3-476-02425-1

ENGEL, U. 2009. Deutsche Grammatik. 2., durchges. Aufl., Neubearb., München: Iudicium, 2009. 485 s. ISBN 978-3-89129-914-2
EROMS, H. W. 2000. Syntax der deutschen Sprache. Berlin: De Gruyter, 2000. 510 s. ISBN 3-11-015666-0
GÖTZE, L./HESS – LÜTTICH, E. W. B. 1995. Knaurs Grammatik der deutschen Sprache: Sprachsystem und Sprachgebrauch. 7. Aufl., München: Droemer Knaur, 1995. 624 s. ISBN 3-426-82010-2
WEINRICH, H. 2007. Textgrammatik der deutschen Sprache. 4., rev. Aufl., Darmstadt: Wiss. Buchges., 2007. 1111 s. ISBN 9783487117416

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 61

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 27,87 | 0,0 | 22,95 | 21,31 | 11,48 | 11,48 | 4,92 |

**Lecturers:** prof. PhDr. Mária Vajičková, CSc.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde029/22 | German syntax – seminar |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendance).
Student's workload: 11 x 2 hours of direct teaching = 22 hours; 14 hours preparation of seminar work; 14 hours preparation for mid-term evaluation (report). Total 50 hours of student work.
Teaching methods: explanation, narration, interview, discussion, brainstorming, students' own work, work with Internet resources, practice, repetition.

**Number of credits:** 2

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
test (100/0)
The grade is awarded on a scale of:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: Precise articulation of the intent and objectives of the paper/seminar paper, demonstration of excellent knowledge of the topic, clear, logical reasoning, ability to flexibly and promptly demonstrate theoretical knowledge through practical examples, nuanced language, correct use of technical terms, excellent composition, clear style and a minimum of grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard and the authorial plural, correct inclusion of bibliographical references in the text and in the index, etc. ), excellent ability to independently present the results of the work and to incorporate comments from the oral presentation of the paper, active participation in discussions, independent and group problem solving, own creative work during the semester.
Very good: solid treatment of the topic in relation to the objectives pursued, demonstration of good knowledge of the topic, logical structure of the thesis, logical argumentation, ability to demonstrate

theoretical knowledge with practical examples, active participation in discussions, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard and the author's plural, correct inclusion of bibliographical references in the text and in the list, etc.), correct use of the author's plural and the author's plural. ), very good ability to present the results of the work independently and to incorporate comments from the oral presentation of the paper, independent and group problem solving and own work during the semester.
Good: Average treatment of the topic in relation to the stated objectives, logical reasoning, correct communication of arguments from secondary literature, demonstration of good knowledge, but the paper contains inaccurate and irrelevant facts in relation to the topic in places, mostly correct use of technical terms, some elements of composition present, prevalence of theoretical information over practical examples, grammatical, orthographic, stylistic level good, appropriate amount of literature taken into account, formally correct editing (observance of the citation standard and the author's plural, correct inclusion of bibliographical references both in the text and in the index, etc.), correctness of the citation standard and the author's plural ), good ability to independently present the results of the work and incorporate comments, participation in discussions, independent and group problem solving.
Satisfactory: Only a rough outline of the problem to be solved, apparently little knowledge related to the topic, imprecise presentation of arguments taken from secondary literature, the topic is treated mainly theoretically without implementation of practical examples, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, multiple grammatical, orthographic, and stylistic errors, use of little secondary literature, inaccuracies in adherence to citation standards, incorrect inclusion of bibliographic references in the text and/or in the list, minimal incorporation of comments from the oral presentation, infrequent participation in discussions, group problem solving throughout the semester.
Sufficient: Results treat the chosen topic superficially and without practical examples by mechanical reading from various sources, knowledge related to the topic is very weak, imprecise use of technical terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, inaccuracies in adherence to citation standards, incorrect inclusion of bibliographic references in the text and/or in the list, lack of ability to independently present theoretical knowledge in connection with practical applications, passive participation in discussions, group problem solving during the semester.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or inadequate preparation for seminars, major formal deficiencies, lack of participation in discussions and group work.
Scale of assessment (preliminary/final): During the semester, the student will prepare a visual presentation, present a paper, and prepare a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work are required. Points: active participation in the seminar: 30 points, preparation/presentation of a paper: 30 points, seminar paper: 40 points (100/0).

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to acquire theoretical and practical knowledge of the systematics of German sentence structure and to be able to apply it in practical language.
Learning outcomes: the graduate of the course demonstrates professional knowledge and understanding of the subject. The student demonstrates the theoretical knowledge with practical examples and implements it in his/her linguistic expression. On the basis of practical examples, he/she expands his/her repertoire of linguistic connectors and gains knowledge of the possibilities of

sentence transformation, through which he/she is able to improve the coherence and cohesion of his/her linguistic expression.

**Class syllabus:**

Course outcomes of subject (content):
sentence articles, complex analysis of sentences - determining sentence articles on the basis of classification, sentence structure in German or the position of individual sentence articles, negation in German, assignment clauses, subject, object and attributive subordinate clauses, adverbial subordinate clauses, adverbial subordinate clauses, emphatic subordinate clauses, sentence patterns. On the basis of the acquired knowledge, the graduate of the course cultivates his/her linguistic expression. In the eventual teaching profession, he or she will use the acquired knowledge and skills to convey the sentence sequence, the relationships between sentences, etc. in the teaching of German as a foreign language.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
BUSCHA, J./HELBIG, G. 2011. Übungsgrammatik Deutsch. 6. Aufl., Berlin: Langenscheidt, 2011. 379 s. ISBN 978-3-468-49494-9
Recommended readings:
HALL, K./SCHEINER, B. 2014. DaF-Übungsgrammatik für die Oberstufe B2-C2. 1. neue Ausg., Ismaning: Hueber Verlag, 2014. 359 s. ISBN 978-3-19-207448-6
PITTNER K./BERMAN J. 2013. Deutsche Syntax: ein Arbeitsbuch. 5., durchges. Aufl., Tübingen: Narr, 2013. 200 s. ISBN 978-3-8233-6834-2

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 39

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 46,15 | 0,0 | 28,21 | 5,13 | 10,26 | 5,13 | 5,13 |

**Lecturers:** PaedDr. Peter Gergel, PhD.

**Last change:** 06.02.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde035/22 | Gestalt Pedagogy in teaching of German language |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendance).
Student's workload: 11 x 2 hours of direct teaching = 22 hours; 12 hours of preparation for a paper; 16 hours of preparation for a seminar paper. Total 50 hours of student work.
Teaching methods: explanation, brainstorming, discussion of the topic, authentic presentation and critical reflection of papers, methods: identification, self-reflection, fantasy journeys, panorama and map technique, body images; problem solving, application of theoretical knowledge to practice, guided self-study.

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
Prerequisites for passing the course: paper grade: 40 points, seminar paper: 60 points (100/0).
The grade is awarded on a scale:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.
Good: average knowledge and ability to link it to skills based on acquisition of conceptual apparatus, good ability to think analytically and formulate critical evaluative attitudes, fluent speech with several weaknesses.

Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills.
Sufficient: content mastery with several deficiencies, lack of sufficient mastery and understanding of issues and interpretive procedures, lack of scientific reasoning and formulation of evaluative critical stances.
Inadequate: insufficient knowledge, insufficient mastery of conceptual apparatus and lack of understanding of the issues and interpretive practices.
Scale of assessment (preliminary/final): rerequisites for passing the course: paper grade: 40 points, seminar paper: 60 points (100/0).

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Aims of education: to acquire the theoretical foundations and conceptual apparatus of holistic pedagogy as one of the humanistically oriented alternative pedagogical concepts.
Learning outcomes: the graduate of the course is able to develop and modify the theoretical knowledge in the teaching of the German language in the form of methodological-didactic proposals with an emphasis on the comprehensive development of the pupil's personality. He/she acquires the competence to deal independently and adequately with unpredictable educational situations and to take responsibility for his/her decisions. In interaction, he/she will improve presentation and argumentation skills, as well as self-study strategies and the ability to transfer model practices to process-oriented work in different areas of social life. In this way, the student will broaden his/her personal, social and didactic competences on the basis of cultivated understanding in an intercultural context.

**Class syllabus:**
Course outcomes of subject (content):
1. Group dynamics: personal goals, motivation.
Humanistic pedagogy, holistic pedagogy, process-oriented teaching
Exercises on verbal/non-verbal communication, perception of one's body.
2. Creativity and perception of feelings and emotions.
Creative media, exercises and tasks for creative processing in the classroom (work with photographs etc.)
3. Contact process. Concept of figure and background. School and teaching in the past and today.
Introduction to biographical self-reflection (my school, teachers, friends, future profession).
Exercises to deepen interpersonal relationships (e.g. letter)
4. Creativity and perception of feelings and emotions.
Creative media, exercises and tasks for creative processing in the classroom (work with photographs etc.)
5. Identification exercises, imaginative journeys, perception of self and others, bodily contact and movement.
My strengths and weaknesses. (e.g. Mein Traumland, Ich und meine Sprachen, Ich und Sport)
6. Interculturality and otherness as phenomena of our time. The richness of cultures in their customs,
The richness of cultures, traditions, customs: expression in the form of games, songs, stories, etc.
Integration and inclusion.
7. Scenic representation: thematisation - work with literary text, image, work with non-traditional media (my favourite book, picture, composition, etc.)
8. Reflection on group and individual work. Creative workshop, autonomous presentation and critical
Reflection on presentations.

**Recommended literature:**
Compulsory/Recommended readings:

(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
BUROW, O. A. 2011. Positive Pädagogik: Sieben Wege zu Lernfreude und Schulglück. Weinheim: Beltz Verlag, 2011, 253 s. ISBN978-3-407-25567-9
LENČOVÁ, I./DAŇOVÁ, M. 2010. Celostná pedagogika vo výučbe cudzích jazykov. Banská Bystrica: FHV UMB, 2010. 123 s. ISBN 978-80-557-0054-0
Recommended readings:
BÜRMANN, J./HEINEL, J. 2000. Früchte der Gestaltpädagogik. Ermutigte Lehrer – motivierte Schüler: 20 Beispiele. Bad Heilbrunn: Klinkhardt, 2000. ISBN 3-7815-1070-0.
HOHN, K./WAFI, S. 2016: „Mentale Modelle“. In: BERNSTEIN, N./LERNCHNER, Ch. Ästhetisches Lernen im DaF-/DaZ-Unterricht. Göttingen: Universitätsverlag, 2016. 382 s ISBN 978-3-86395-183-2
KOLEČÁNI LENČOVÁ, I. 2017. Inklusion als Herausforderung im Fremdsprachenunterricht In: Zeitschrift für Gestaltpädagogik. Roč. 28, č. 2 (2017), 55–63. ISSN 1615-6404
LENČOVÁ, I. 2007. Celostná pedagogika ako cesta k humanizácii vyučovania. Banská Bystrica: UMB, 2007. 147 s. ISBN 80-8083-134-3
LENČOVÁ, I. 2010. Gestaltpädagogische Ansätze im Fremdsprachenunterricht. In: Janík, T./ Knecht, P. Neue Wege in der Professionalisierung von Lehrer/-inne/-n. Wien: LIT VERLAG, 2010, 134–140. ISBN 978-3-643-50153-0
MARKOVÁ, Z. 2020. Ich lerne eine Fremdsprache. Ich lerne mich besser kennen. In: Viacjazyčnosť a jazykové vzdelávanie na Slovensku a v Európe. Bratislava: Štátny pedagogický ústav, 2020. s. 91–100. ISBN 978- 80-8118-247-1
MARKOVÁ, Z. 2019. Gestaltpädagogische Ansätze im frühen Fremdsprachenlernen. In: Vajičková, M./ Bojničanová, R./ Tomášková, S. (eds.): Filologické štúdie 5. Nümbrecht: Kirsch-Verlag, 2019, s. 107–119. ISBN 978-3-943906-52-3
REICHEL, R./SCALA, E. 1996. Das ist Gestaltpädagogik. Ein Lehrbuch für die Praxis. Münster: Ökotopia Verlag, 1996. 160 s. ISBN 3925169997

**Languages necessary to complete the course:**
German, Slovak

**Notes:**

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

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

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

# COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde037/22 | Grammar and conversation B1 |

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

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

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

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

**Lecturers:**

**Last change:**

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde038/22 | Grammar and conversation B2 |

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

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 13

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 15,38 | 0,0 | 7,69 | 38,46 | 7,69 | 0,0 | 30,77 |

**Lecturers:**

**Last change:**

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde014/22 | History of Linguistic Theories |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, preparation for discussion and group work on lessons = 22 hours
1 x 15.5 preparation of the presentation based on analyzed language data and studied literature
1 x 15.5 preparation of seminar work based on presentation
Teaching methods:
short presentations of teachers and students, analysis of selected issues, interview, case studies, group discussion

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Interim evaluation:
Students will prepare for each seminar by studying selected topics of recommended literature so that they can actively participate in discussions and group work and develop a mini seminar project during the first part of the semester. Their work on individual seminars will be assessed on the basis of self-reflection and self-evaluation through the learner's diary, which they submit after each seminar via an online form, feedback from the instructor (33 % of the evaluation). During the semester, students carry out their seminar project (they analyze a selected part of the specialized literature, develop the theoretical and methodological background of the project) and present it in colloquial form (33 % of the evaluation) and in the form of seminar work (33 % of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),

Fx (59-0%, underperforming – extra work is required).
The final evaluation reflects the level of insight of the graduate in selected topics of language theories, with a primary focus on their relationship to the didactics of foreign languages, specifically in language science focused on Romance languages; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: The student is oriented on an excellent level in selected themes of the history of linguistic theory. Critically analyzes selected topics from a methodological and theoretical point of view, compares their thesis, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she can argue clearly and logically, support its arguments with knowledge gained during the seminar and use the relevant conceptual apparatus. He/she is able to design a seminar project, which is characterized by a high degree of theoretical and methodological consistency, analyze the selected issue and present its research in colloquial and written form.
Very good: The student is oriented on a very good level in selected themes of the history of linguistic theories. He/she critically analyzes selected topics from a methodological and theoretical point of view, can compare them with each other, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, and he/she connects his/her arguments with the knowledge gathered during the seminar. He/she is able to design a seminar project, which is characterized by rigorous processing, analyze the selected issue and present its seminar project in colloquial and written form.
Good: The student is orientated in selected themes of the history of linguistic theories. He/she analyzes selected topics from a methodological and theoretical point of view, compares them with each other, can mostly interpret their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, although not always and uses the relevant conceptual apparatus. He/she is able to design a sufficiently high-quality seminar project, anchored in a well-defined theoretical and methodological framework, even if there are minor shortcomings, especially at the formal level, and present his/her seminar project in both colloquial and written form.
Satisfactory: The student focuses on selected themes of the history of linguistic theories. He/she participates less actively in discussions, his/her arguments are partly based on general knowledge and his own experience, to a satisfactory extent they are linked to the knowledge gained during the seminar. He/she can design a seminar project enshrined in the theoretical and methodological apparatus of contemporary linguistics, even if there are shortcomings at a formal or logical level. He/she can analyze language data, even if the presentation of the seminar project has formal shortcomings.
Sufficient: The student focuses on selected themes of the history of linguistic theories. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his/her own experience, their connection with the knowledge gained during the seminar is not always clear. He/she can design a research project anchored in the theoretical and methodological apparatus of contemporary linguistics, even if it presents shortcomings at a formal or logical level. The presentation of the seminar work has formal shortcomings.

**Learning outcomes:**
Educational objectives:
develop graduates' knowledge of selected themes of the history of linguistic theories, taking into account theory and research devoted to exploring the language in antiquity, the Middle Ages, in modern times, comparative historical linguistics, young literacy, theories at the turn of the 19th and 20th centuries, structural schools of the 20th century, quantitative linguistics, pragmatic and

discourse direction in linguistics, representatives and main ideas of linguistic science in Romance language countries in the 19th and 20th centuries, or to selected theoretical concepts of Romance language grammars and to the replication of linguistic theory in the didactics of foreign languages – a reflection of the development of linguistic research in period methods of foreign languages.
On the basis of analysis and comparison of selected research with different theoretical and methodological approaches, develop a professional view of basic and applied research in contemporary linguistics. Use this knowledge in practice by designing and implementing seminar work that is oriented to the themes of the history of linguistic theories relevant to teachers of Romance languages (e.g. use of knowledge about the history of grammatical theory, the focus of various grammar schools in the history of Romance language linguistics, etc.).
Educational outcomes:
Acquisition of a basic overview of the starting points of various opinion trends in the discipline, with particular regard to their relationship to past and current methods of teaching foreign languages. By deepening theoretical linguistic training, it allows the student to orientate better in practice. A future foreign language teacher can take on individual trends in linguistics and the latest developments in the discipline in linguistic and didactic research in relation to a particular Romance language.

**Class syllabus:**
History of the world linguistics:
o exploring the language in antiquity,
o exploring the language in the Middle Ages
o exploring the language in the modern age
o comparative historical linguistics,
o Neogrammarians
o the turn of the 19th and 20th centuries of 20th century structuring schools
o quantitative linguistics
o pragmatic and discursive directions
· The emergence and main milestones in the development of Romance language linguistics:
o representatives and main ideas of linguistic science in Romance language countries in the 19th century
o representatives and main ideas of linguistics in Romance language countries in the 20th century
o selected theoretical concepts of Grammars of Romance languages
· Replication of linguistic theories in the didactics of foreign languages – a reflection of the development of linguistic research in period methods of foreign languages

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
BENVENISTE, E. 2019. Studie z obecné lingvistiky. Podhradský. 372 s. ISBN 978-80-7272-177-1.
ČERMÁK, F. 2017. Jazyk a jazykověda. Prah : Karolinum. 382 s. ISBN 978-80-246-1946-0.
ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha : Karolinum. 268 s. ISBN 978-80-246-3710-5.
ČERNÝ, J. 2006. Dějiny lingvistiky. 1. vyd. Olomouc: Votobia. 517 s. ISBN 80-85885-96-4.
DOLNÍK, J. 1999. Základy lingvistiky. 1. vyd. Bratislava: Stimul. 340 s. ISBN 80-85697-95-5.
DOLNÍK, J. 2009. Všeobecná jazykoveda. 1. vyd. Bratislava: Veda. 376 s. ISBN 978-80-224-1078-6.
GENZOR, J. 2015. Jazyky sveta. Bratislava: Lingea. 686 s. ISBN 9788081451140.
KAČALA, J. 2017. Osobnosti slovenskej jazykovedy v 20. storočí. Martin: Vydavateľstvo Matice slovenskej. 248 s. ISBN 9788081281884.

MALOVECKÝ, M. 2014. Lingvistické komponenty hľadania metódy v kontrastívnej jazykovede. Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského. ISBN 978-80-223-3772-4. - S. 12-32
OSTRÁ, R. – SPITZOVÁ, E. 1995. Úvod do studia románských jazyků, Brno: Masarykova univerzita. 175 s. ISBN 8021012587.
PRICE, G. 2002. Encyklopedie jazyků Evropy. Praha: Volvox Globator. 510 s. ISBN 8072074504.
SAUSSURE, F. de. 1996. Kurs obecné lingvistiky. 1. vyd. Praha: Academia, 1996. 468 s.
ŠABRŠULA, J. 1994. Úvod do srovnávacího studia románských jazyků, Ostravská univerzita: Ostrava. 251 s. ISBN 80-7042-407-9.

**Languages necessary to complete the course:**
Slovak language, Czech language (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 11

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 45,45 | 0,0 | 9,09 | 27,27 | 9,09 | 9,09 | 0,0 |

**Lecturers:** PhDr. Mojmír Malovecký, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde014/22 | History of Linguistic Theories |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, preparation for discussion and group work on lessons = 22 hours
1 x 15.5 preparation of the presentation based on analyzed language data and studied literature
1 x 15.5 preparation of seminar work based on presentation
Teaching methods:
short presentations of teachers and students, analysis of selected issues, interview, case studies, group discussion

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Interim evaluation:
Students will prepare for each seminar by studying selected topics of recommended literature so that they can actively participate in discussions and group work and develop a mini seminar project during the first part of the semester. Their work on individual seminars will be assessed on the basis of self-reflection and self-evaluation through the learner's diary, which they submit after each seminar via an online form, feedback from the instructor (33 % of the evaluation). During the semester, students carry out their seminar project (they analyze a selected part of the specialized literature, develop the theoretical and methodological background of the project) and present it in colloquial form (33 % of the evaluation) and in the form of seminar work (33 % of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),

Fx (59-0%, underperforming – extra work is required).
The final evaluation reflects the level of insight of the graduate in selected topics of language theories, with a primary focus on their relationship to the didactics of foreign languages, specifically in language science focused on Romance languages; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: The student is oriented on an excellent level in selected themes of the history of linguistic theory. Critically analyzes selected topics from a methodological and theoretical point of view, compares their thesis, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she can argue clearly and logically, support its arguments with knowledge gained during the seminar and use the relevant conceptual apparatus. He/she is able to design a seminar project, which is characterized by a high degree of theoretical and methodological consistency, analyze the selected issue and present its research in colloquial and written form.
Very good: The student is oriented on a very good level in selected themes of the history of linguistic theories. He/she critically analyzes selected topics from a methodological and theoretical point of view, can compare them with each other, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, and he/she connects his/her arguments with the knowledge gathered during the seminar. He/she is able to design a seminar project, which is characterized by rigorous processing, analyze the selected issue and present its seminar project in colloquial and written form.
Good: The student is orientated in selected themes of the history of linguistic theories. He/she analyzes selected topics from a methodological and theoretical point of view, compares them with each other, can mostly interpret their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, although not always and uses the relevant conceptual apparatus. He/she is able to design a sufficiently high-quality seminar project, anchored in a well-defined theoretical and methodological framework, even if there are minor shortcomings, especially at the formal level, and present his/her seminar project in both colloquial and written form.
Satisfactory: The student focuses on selected themes of the history of linguistic theories. He/she participates less actively in discussions, his/her arguments are partly based on general knowledge and his own experience, to a satisfactory extent they are linked to the knowledge gained during the seminar. He/she can design a seminar project enshrined in the theoretical and methodological apparatus of contemporary linguistics, even if there are shortcomings at a formal or logical level. He/she can analyze language data, even if the presentation of the seminar project has formal shortcomings.
Sufficient: The student focuses on selected themes of the history of linguistic theories. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his/her own experience, their connection with the knowledge gained during the seminar is not always clear. He/she can design a research project anchored in the theoretical and methodological apparatus of contemporary linguistics, even if it presents shortcomings at a formal or logical level. The presentation of the seminar work has formal shortcomings.

**Learning outcomes:**
Educational objectives:
develop graduates' knowledge of selected themes of the history of linguistic theories, taking into account theory and research devoted to exploring the language in antiquity, the Middle Ages, in modern times, comparative historical linguistics, young literacy, theories at the turn of the 19th and 20th centuries, structural schools of the 20th century, quantitative linguistics, pragmatic and

discourse direction in linguistics, representatives and main ideas of linguistic science in Romance language countries in the 19th and 20th centuries, or to selected theoretical concepts of Romance language grammars and to the replication of linguistic theory in the didactics of foreign languages – a reflection of the development of linguistic research in period methods of foreign languages.
On the basis of analysis and comparison of selected research with different theoretical and methodological approaches, develop a professional view of basic and applied research in contemporary linguistics. Use this knowledge in practice by designing and implementing seminar work that is oriented to the themes of the history of linguistic theories relevant to teachers of Romance languages (e.g. use of knowledge about the history of grammatical theory, the focus of various grammar schools in the history of Romance language linguistics, etc.).
Educational outcomes:
Acquisition of a basic overview of the starting points of various opinion trends in the discipline, with particular regard to their relationship to past and current methods of teaching foreign languages. By deepening theoretical linguistic training, it allows the student to orientate better in practice. A future foreign language teacher can take on individual trends in linguistics and the latest developments in the discipline in linguistic and didactic research in relation to a particular Romance language.

**Class syllabus:**
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o exploring the language in antiquity,
o exploring the language in the Middle Ages
o exploring the language in the modern age
o comparative historical linguistics,
o Neogrammarians
o the turn of the 19th and 20th centuries of 20th century structuring schools
o quantitative linguistics
o pragmatic and discursive directions
· The emergence and main milestones in the development of Romance language linguistics:
o representatives and main ideas of linguistic science in Romance language countries in the 19th century
o representatives and main ideas of linguistics in Romance language countries in the 20th century
o selected theoretical concepts of Grammars of Romance languages
· Replication of linguistic theories in the didactics of foreign languages – a reflection of the development of linguistic research in period methods of foreign languages

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
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ČERMÁK, F. 2017. Jazyk a jazykověda. Prah : Karolinum. 382 s. ISBN 978-80-246-1946-0.
ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha : Karolinum. 268 s. ISBN 978-80-246-3710-5.
ČERNÝ, J. 2006. Dějiny lingvistiky. 1. vyd. Olomouc: Votobia. 517 s. ISBN 80-85885-96-4.
DOLNÍK, J. 1999. Základy lingvistiky. 1. vyd. Bratislava: Stimul. 340 s. ISBN 80-85697-95-5.
DOLNÍK, J. 2009. Všeobecná jazykoveda. 1. vyd. Bratislava: Veda. 376 s. ISBN 978-80-224-1078-6.
GENZOR, J. 2015. Jazyky sveta. Bratislava: Lingea. 686 s. ISBN 9788081451140.
KAČALA, J. 2017. Osobnosti slovenskej jazykovedy v 20. storočí. Martin: Vydavateľstvo Matice slovenskej. 248 s. ISBN 9788081281884.

MALOVECKÝ, M. 2014. Lingvistické komponenty hľadania metódy v kontrastívnej jazykovede. Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského. ISBN 978-80-223-3772-4. - S. 12-32
OSTRÁ, R. – SPITZOVÁ, E. 1995. Úvod do studia románských jazyků, Brno: Masarykova univerzita. 175 s. ISBN 8021012587.
PRICE, G. 2002. Encyklopedie jazyků Evropy. Praha: Volvox Globator. 510 s. ISBN 8072074504.
SAUSSURE, F. de. 1996. Kurs obecné lingvistiky. 1. vyd. Praha: Academia, 1996. 468 s.
ŠABRŠULA, J. 1994. Úvod do srovnávacího studia románských jazyků, Ostravská univerzita: Ostrava. 251 s. ISBN 80-7042-407-9.

**Languages necessary to complete the course:**
Slovak language, Czech language (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 11

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 45,45 | 0,0 | 9,09 | 27,27 | 9,09 | 9,09 | 0,0 |

**Lecturers:** PhDr. Mojmír Malovecký, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde022/22 | History of education |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The students' task is to solve 10 continuously assigned problems during the semester and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated on a 3-0 point scale according to specific criteria set for each problem. The maximum number of points possible is 30.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 28 points is required for a final grade of A (excellent - outstanding results), a minimum of 25 points is required for a grade of B (very good - above average standard), a minimum of 22 points is required for a grade of C (good - normal reliable work), a minimum of 20 points is required for a grade of D (satisfactory - acceptable results), and a minimum of 18 points is required for a grade of E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students scoring 17 points or less.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes and transferable competences:
Upon completion of the course, students will be able to use professional terminology, define the subject, and describe the system of the History of education. They are able to explain the context of the emergence and the main features of the historical currents of educational thought, describe and compare the systems of education and training in different historical periods, explain the views

and characterize the work of important figures in the history of education and training, critically evaluate them and identify their influence on education and training today.
Working with original historical sources and their contemporary interpretations, students will be able to critically reflect and discuss ethical issues of education and education, the position and roles of the subjects of education and education. In solving, presenting and discussing the results of ongoing assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills.
Students will be able to use the acquired knowledge and skills creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

**Class syllabus:**
Brief outline of the course:
The subject, terminology and system of the History of education. Education and education in ancient and medieval times. Education and pedagogical ideas in the period of humanism and the Renaissance. Life, work and pedagogical views of J. A. Comenius. The development of education and pedagogical thinking in the works of selected representatives in the world (Lock. Rousseau, Pestalozzi, Herbart, Tolstoy) and in the territory of present-day Slovakia (Bel, Tešedík, Fándly, Lehocký) in the 17th-19th centuries. Pedagogical trends and schools of the 20th century in the world. Education in Slovakia in the 20th century. Contemporary trends in education.

**Recommended literature:**
Recommended reading:
BRŤKOVÁ, M., et al. (2000). Kapitoly z dejín pedagogiky. Bratislava: Pressent, 250 s. ISBN 80-967824-4-4
JŮVA,V, jun., JŮVA, V. sen. (2003). Stručné dějiny pedagogiky. Brno: Paido, 91 s. ISBN 80-7315-062-X
KASPER, T, KASPEROVÁ, D. (2008). Dějiny pedagogiky. Praha: Grada, 224 s. ISBN 978-80-247-2429-4
KUDLÁČOVÁ, B. (2003). Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 168 s. ISBN 80-89074-66-9
PORUBSKÝ, Š. (2012). Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 110 s. ISBN: 978-80-557-0433-3
PŠENÁK, J. (2012). Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ, 167 s. ISBN 978-80-554-0596-4
ŠMAHELOVÁ, B. (2008). Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 98 s. ISBN 978-80-7392-040-1.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 335

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 51,94 | 0,0 | 12,84 | 11,34 | 6,87 | 9,85 | 7,16 |

**Lecturers:** Ing. Mgr. Jozef Strakoš, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde022/22 | History of education |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The students' task is to solve 10 continuously assigned problems during the semester and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated on a 3-0 point scale according to specific criteria set for each problem. The maximum number of points possible is 30.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 28 points is required for a final grade of A (excellent - outstanding results), a minimum of 25 points is required for a grade of B (very good - above average standard), a minimum of 22 points is required for a grade of C (good - normal reliable work), a minimum of 20 points is required for a grade of D (satisfactory - acceptable results), and a minimum of 18 points is required for a grade of E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students scoring 17 points or less.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes and transferable competences:
Upon completion of the course, students will be able to use professional terminology, define the subject, and describe the system of the History of education. They are able to explain the context of the emergence and the main features of the historical currents of educational thought, describe and compare the systems of education and training in different historical periods, explain the views

and characterize the work of important figures in the history of education and training, critically evaluate them and identify their influence on education and training today.
Working with original historical sources and their contemporary interpretations, students will be able to critically reflect and discuss ethical issues of education and education, the position and roles of the subjects of education and education. In solving, presenting and discussing the results of ongoing assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills.
Students will be able to use the acquired knowledge and skills creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

**Class syllabus:**
Brief outline of the course:
The subject, terminology and system of the History of education. Education and education in ancient and medieval times. Education and pedagogical ideas in the period of humanism and the Renaissance. Life, work and pedagogical views of J. A. Comenius. The development of education and pedagogical thinking in the works of selected representatives in the world (Lock. Rousseau, Pestalozzi, Herbart, Tolstoy) and in the territory of present-day Slovakia (Bel, Tešedík, Fándly, Lehocký) in the 17th-19th centuries. Pedagogical trends and schools of the 20th century in the world. Education in Slovakia in the 20th century. Contemporary trends in education.

**Recommended literature:**
Recommended reading:
BRŤKOVÁ, M., et al. (2000). Kapitoly z dejín pedagogiky. Bratislava: Pressent, 250 s. ISBN 80-967824-4-4
JŮVA,V, jun., JŮVA, V. sen. (2003). Stručné dějiny pedagogiky. Brno: Paido, 91 s. ISBN 80-7315-062-X
KASPER, T, KASPEROVÁ, D. (2008). Dějiny pedagogiky. Praha: Grada, 224 s. ISBN 978-80-247-2429-4
KUDLÁČOVÁ, B. (2003). Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 168 s. ISBN 80-89074-66-9
PORUBSKÝ, Š. (2012). Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 110 s. ISBN: 978-80-557-0433-3
PŠENÁK, J. (2012). Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ, 167 s. ISBN 978-80-554-0596-4
ŠMAHELOVÁ, B. (2008). Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 98 s. ISBN 978-80-7392-040-1.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 335

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 51,94 | 0,0 | 12,84 | 11,34 | 6,87 | 9,85 | 7,16 |

**Lecturers:** Ing. Mgr. Jozef Strakoš, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde014/22 | History of philosophy 1 |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, the midterm/final assessment ratio is 100/0, which includes a final test in the assessment week of the semester (100% of the assessment). A minimum of 60% of the total mark is required to pass the course.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing assignments using a model, above-average professional knowledge and application of that knowledge in problem solving assignments using tutorials, above-average problem orientation, above-average communication skills, responsibility and timely completion of assignments, and above-average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject, good communication skills, completion of the assigned tasks, average activity in the class during the semester at the invitation of the teacher.
A minimum of 66 points is required for a final grade of D. For this grade, the student should demonstrate: the ability to develop assignments using a given template and with the assistance of the

instructor, average proficiency and application in problem solving in a group or with the assistance of the instructor, average orientation to the problem, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Completion of the course will provide students with a certain handle on orientation in the nowadays almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favour of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives and transferable competences:
To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

**Class syllabus:**
Brief outline of the course:
History of Philosophy I focuses on the period from Antiquity to the French Enlightenment.
1. Introduction: philosophy and its importance for man; The study of the history of philosophy as an introduction to philosophy; Periodization of the history of philosophy.
2. Ancient Philosophy: the Pre-Socratics (Ionian Philosophy - School of Miletus, Xenophanes, Heracleitos; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian Philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic Period (Stoicism, Epicureanism, Skepticism).
3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abaelard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)
4. Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galilei)

Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)
5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)
6. The Enlightenment in France (Montesquieu, Voltaire, Rousseau, the Encyclopedists, Materialists)

**Recommended literature:**

Recommended reading:
LEŠKO, V., MIHINA, F. (1993). Dejiny filozofie. Bratislava: Iris, 357 s., ISBN 80-967013-3-9
STORIG, H. J. (2007). Malé dějiny filosofie. Kostelní Vydří: KNA, 653 s. ISBN 978-80-7195-206-0 https://amper.ped.muni.cz/~jonas/umco/St%c3%b6rig-H.---Mal%c3%a9-d%c4%9bjiny-filosofie.pdf .
Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.
Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 607 s. 1998.
Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 600 s. 2007.
Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 472 s. 2009.
Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 560 s. 2009.
Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 539 s. 1976.Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 784 s. 1970.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 581

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 36,83 | 0,0 | 30,46 | 13,08 | 7,06 | 4,99 | 7,57 |

**Lecturers:** Mgr. Michal Bizoň, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde014/22 | History of philosophy 1 |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, the midterm/final assessment ratio is 100/0, which includes a final test in the assessment week of the semester (100% of the assessment). A minimum of 60% of the total mark is required to pass the course.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing assignments using a model, above-average professional knowledge and application of that knowledge in problem solving assignments using tutorials, above-average problem orientation, above-average communication skills, responsibility and timely completion of assignments, and above-average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject, good communication skills, completion of the assigned tasks, average activity in the class during the semester at the invitation of the teacher.
A minimum of 66 points is required for a final grade of D. For this grade, the student should demonstrate: the ability to develop assignments using a given template and with the assistance of the

instructor, average proficiency and application in problem solving in a group or with the assistance of the instructor, average orientation to the problem, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Completion of the course will provide students with a certain handle on orientation in the nowadays almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favour of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives and transferable competences:
To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

**Class syllabus:**
Brief outline of the course:
History of Philosophy I focuses on the period from Antiquity to the French Enlightenment.
1. Introduction: philosophy and its importance for man; The study of the history of philosophy as an introduction to philosophy; Periodization of the history of philosophy.
2. Ancient Philosophy: the Pre-Socratics (Ionian Philosophy - School of Miletus, Xenophanes, Heracleitos; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian Philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic Period (Stoicism, Epicureanism, Skepticism).
3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abaelard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)
4. Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galilei)

Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)
5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)
6. The Enlightenment in France (Montesquieu, Voltaire, Rousseau, the Encyclopedists, Materialists)

**Recommended literature:**

Recommended reading:
LEŠKO, V., MIHINA, F. (1993). Dejiny filozofie. Bratislava: Iris, 357 s., ISBN 80-967013-3-9
STORIG, H. J. (2007). Malé dějiny filosofie. Kostelní Vydří: KNA, 653 s. ISBN 978-80-7195-206-0 https://amper.ped.muni.cz/~jonas/umco/St%c3%b6rig-H.---Mal%c3%a9-d%c4%9bjiny-filosofie.pdf .
Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.
Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 607 s. 1998.
Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 600 s. 2007.
Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 472 s. 2009.
Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 560 s. 2009.
Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 539 s. 1976.Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 784 s. 1970.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 581

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 36,83 | 0,0 | 30,46 | 13,08 | 7,06 | 4,99 | 7,57 |

**Lecturers:** Mgr. Michal Bizoň, PhD., PhDr. Slávka Drozdová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde015/15 | History of philosophy 2 |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 90

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 35,56 | 0,0 | 34,44 | 15,56 | 5,56 | 4,44 | 4,44 |

**Lecturers:** PhDr. Slávka Drozdová, PhD.

**Last change:** 03.09.2016

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde015/15 | History of philosophy 2 |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 90

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 35,56 | 0,0 | 34,44 | 15,56 | 5,56 | 4,44 | 4,44 |

**Lecturers:** PhDr. Slávka Drozdová, PhD.

**Last change:** 03.09.2016

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde010/22 | History, culture and literature of German speaking countries |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily on-site).
Student workload: 11 x 2 hours of direct instruction = 22 hours; 8 hours of seminar preparation; 20 hours of test preparation. 50 hours of student work in total.
Teaching methods: expository (explanation and discussion of different epochs and tendencies, independent work using different techniques), fixative (revision exercises, homework, play as a method), diagnostic and evaluative (written examinations and didactic tests).

**Number of credits:** 2

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:** PdF.KNJL/B-NEMde017/22 - Introduction into literary theory

**Course requirements:**
Course completion requirements:
evaluation (final test - 100/0)
Passing the final test is a prerequisite for the grade.
Rating scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average level), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required).
Excellent: The students know the most important historical events and the associated developments in art and culture, can independently make references, classify and analyse artistic works and discuss them against this background.
Very good: The student knows the most important historical events and the associated developments in art and culture, can for the most part classify artistic works and describe them against this background.
Good: The student knows important historical events and main features of the epochs in art and culture, knows important works and representatives.
Satisfactory: The student only partially knows the most important historical and artistic epochs, representatives and works can hardly be put into context.
Sufficient: The student shows only marginal knowledge of the most important historical and artistic epochs, references and concrete analyses cannot be provided.

Scale of assessment (preliminary/final): evaluation (final test - 100/0)

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:
The students have acquired a basic knowledge of the historical and literary epochs from the Middle Ages to the postmodern period. They know the developments in cultural history, can describe them and list the most important characteristics. They know relevant historical events, important personalities and works, can place them in concrete contexts and evaluate them. They can interpret and analyze artistic and literary works of the period in terms of their cultural-historical significance. They understand the connections between historical and political events and the history of art and literature and can reflect on their mutual influence.

**Class syllabus:**

Course outcomes of subject (content):
The class focuses on important personalities, works and epochs. We will learn about cultural expressions against their historical and political background. History is understood as cultural history, we focus on the intellectual and cultural life by studying the developments in language, philosophy, art and science.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
RÖTZER, H. G./KRISCHKER, G. C./WILL, K. 2014. Kompendium deutsche Literatur. Informationen – Texte – Interpretationen. Bamberg: Buchner 2014. 316 s. ISBN 9783766141552
Recommended readings:
BEUTIN, W. et al. 2019. Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart. Stuttgart/Weimar: Metzler, 2019. 810 s. ISBN 3476049523.
GAILE, J. 2009. Wir Deutschen. Neue Deutsche Geschichte im Grundriss. Stuttgart: Steiner, 2009. 626 s. ISBN 978-3-515-08855-8 4914
GLASER, H. 2002. Kleine Kulturgeschichte Deutschlands im 20. Jahrhundert. München: Beck, 2002. 288 s. ISBN-10:3406476201
MÜLLER, H. M. 1996. Schlaglichter der deutschen Geschichte. Bonn: Bundeszentrale für politische Bildung, 1996. 512 s. ISBN 3-89331-264-1

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 12

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 25,0 | 0,0 | 16,67 | 33,33 | 16,67 | 0,0 | 8,33 |

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KRoJL/B-ROMde032/22 | **Course title:**<br>Inclusive Learning and Pluralistic Approaches to Languages |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week in the form of a seminar (22 hours in total)
Study method: combined (primary attendance)
Student workload:
11 x 2 hours of in-person teaching = 22 hours
11 x 1.5 hour of continuous home preparation for teaching, self-study, critical analysis of scientific and scientific literature, preparation of suggestions for discussion and short presentation, completion of the diary of the learner = 16.5 hours
1 x 12.5 hours preparation of model lessons
Teaching methods:
short presentations, brainstorming, interview, group discussion, modelling

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters from the recommended literature so that they can actively participate in the discussion, critically analyze the didactic implications of the studies. They will prepare short presentations, suggestions for discussion, reflections on the connection of theory and practice on the basis of model situations. Their work on individual seminars will be evaluated on the basis of self-reflection through the diary of the learner, who will be submitted after each seminar via an online form, and feedback from the teacher (80% of the evaluation). Once during the semester, students will propose the concept of an inclusive approach based on the model situation. The material is analyzed and evaluated by the participants of the seminar together with the instructor (20% of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
Educational objectives: to provide an introduction to the theme of inclusive language learning, to analyze selected studies and the current state of knowledge on inclusive language learning, to discuss the didactic implications of this knowledge in the context of the teaching of Romance languages in Slovakia. Enable graduates to develop their own didactic tools, based on current knowledge of inclusive language learning, to support all learners in developing their communication and language competences.
Learning outcomes: Based on theoretical knowledge and practical experience gained in this seminar, graduates are able to create an inclusive learning environment in which all learners have equal opportunities to learn and use their individual abilities; exploit the educational potential of linguistic diversity; have a basic overview of the challenges and opportunities for inclusive language learning.

**Class syllabus:**
Block 1: introduction to the theme of linguistic diversity and inclusive language learning; Visibility and appreciation of individual repertoire of pluralistic linguistic and cultural resources (language biographies, language portraits, language passport, etc.);
Block 2: Creation of plurilingual and intercultural competence and trassive competence. Creation of curricula for pluriling and intercultural education.
Block 3: Languaging and translanguaging as a pedagogical tool: researches and experiences from different countries and their implications for the teaching of Romanesque languages in Slovakia;
Block 4: Teaching minority or regional languages.
Block 5: Impact of inclusive language learning on the linguistic engagement and autonomy of the learner. Discussion of selected researches.

**Recommended literature:**
BEACCO, J.-C.; BRYAM, M.; CAVALLI, M.; COSTE, D.C.; CUENAT, M.E.; GOULLIER, F.; PANTHIER, J. 2013. A guide to the creation and implementation of pluriling and intercultural curricula. Bratislava: State Pedagogical Institute.
EUROPEAN COMMISSION/EACEA/Eurydice, 2019. Teaching regional or minority languages in European schools. Eurydice study. Luxembourg: Publications Office of the European Union.
LITTLE, D. KIRWAN, D. 2013. Engaging with linguistic diversity. A study of educational inclusion in an Irish primary school. London/New York: Bloomsbury.

**Languages necessary to complete the course:**
Slovak language and English (passive)

**Notes:**

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

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

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KRoJL/B-ROMde032/22 | **Course title:**<br>Inclusive Learning and Pluralistic Approaches to Languages |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week in the form of a seminar (22 hours in total)
Study method: combined (primary attendance)
Student workload:
11 x 2 hours of in-person teaching = 22 hours
11 x 1.5 hour of continuous home preparation for teaching, self-study, critical analysis of scientific and scientific literature, preparation of suggestions for discussion and short presentation, completion of the diary of the learner = 16.5 hours
1 x 12.5 hours preparation of model lessons
Teaching methods:
short presentations, brainstorming, interview, group discussion, modelling

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters from the recommended literature so that they can actively participate in the discussion, critically analyze the didactic implications of the studies. They will prepare short presentations, suggestions for discussion, reflections on the connection of theory and practice on the basis of model situations. Their work on individual seminars will be evaluated on the basis of self-reflection through the diary of the learner, who will be submitted after each seminar via an online form, and feedback from the teacher (80% of the evaluation). Once during the semester, students will propose the concept of an inclusive approach based on the model situation. The material is analyzed and evaluated by the participants of the seminar together with the instructor (20% of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
Educational objectives: to provide an introduction to the theme of inclusive language learning, to analyze selected studies and the current state of knowledge on inclusive language learning, to discuss the didactic implications of this knowledge in the context of the teaching of Romance languages in Slovakia. Enable graduates to develop their own didactic tools, based on current knowledge of inclusive language learning, to support all learners in developing their communication and language competences.
Learning outcomes: Based on theoretical knowledge and practical experience gained in this seminar, graduates are able to create an inclusive learning environment in which all learners have equal opportunities to learn and use their individual abilities; exploit the educational potential of linguistic diversity; have a basic overview of the challenges and opportunities for inclusive language learning.

**Class syllabus:**
Block 1: introduction to the theme of linguistic diversity and inclusive language learning; Visibility and appreciation of individual repertoire of pluralistic linguistic and cultural resources (language biographies, language portraits, language passport, etc.);
Block 2: Creation of plurilingual and intercultural competence and trassive competence. Creation of curricula for pluriling and intercultural education.
Block 3: Languaging and translanguaging as a pedagogical tool: researches and experiences from different countries and their implications for the teaching of Romanesque languages in Slovakia;
Block 4: Teaching minority or regional languages.
Block 5: Impact of inclusive language learning on the linguistic engagement and autonomy of the learner. Discussion of selected researches.

**Recommended literature:**
BEACCO, J.-C.; BRYAM, M.; CAVALLI, M.; COSTE, D.C.; CUENAT, M.E.; GOULLIER, F.; PANTHIER, J. 2013. A guide to the creation and implementation of pluriling and intercultural curricula. Bratislava: State Pedagogical Institute.
EUROPEAN COMMISSION/EACEA/Eurydice, 2019. Teaching regional or minority languages in European schools. Eurydice study. Luxembourg: Publications Office of the European Union.
LITTLE, D. KIRWAN, D. 2013. Engaging with linguistic diversity. A study of educational inclusion in an Irish primary school. London/New York: Bloomsbury.

**Languages necessary to complete the course:**
Slovak language and English (passive)

**Notes:**

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

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

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde016/22 | Information Technologies in Foreign Language Teaching 1. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week seminar, total per semester 22 hours
Teaching method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 28 hours; preparation of interim tasks = 25 hours
Teaching methods:
interpretation, discussion, independent work of students on sub-tasks, semester project and its presentation to classmates, e-learning (selected topics)

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation and completion of classroom tasks
35 points: elaboration of ongoing homework
35 points: elaboration of seminar work and presentation to classmates
The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is the development of digital competence with a focus on the field of language work and learning or teaching Italian as a foreign language.

The student develops digital skills in finding information and working with electronic language resources for active learning using information technology and for the conception of final works in a foreign language. He will be familiar with the ethical aspects and principles of occupational safety in the online environment when teaching languages.
It will also deepen its ability to solve problems independently, as well as work in the team.

**Class syllabus:**
• Use of information technology in the learning/teaching of foreign languages in the attendance and distance form of teaching.
• Preparation of foreign-language documents in Romance languages. Basic electronic language resources.
• The Internet as a source of didactic material.
• Educational portals for Romance language students.
• Web 2.0 tools.
• Selected educational programs focusing on Romance languages and current trends in foreign language teaching.
• Working with electronic dictionaries.
• Basics of work with corpus, the most important corpus for Slovak language and Romance languages.
• Translation programs and their use.
• Current trends in information and communication technologies and their use for Romance language students and foreign language teachers: social networks, microblogs, blogs, vlogs, youtube, the latest applications.
• Ethical aspects and principles of occupational safety in the online environment.

**Recommended literature:**
MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. Prešov: Vydavateľstvo Michala Vaška. 2011. 147 s. ISBN: 9788071658429. (selected parts)
MEDVECZKÁ, M. La web 2.0 en la enseñanza de ELE. In: Actas del 17 Encuentro de profesores de español de Eslovaquia. Bratislava: Embajada de España en Eslovaquia, 2014. ISBN 978-80-971962-0-2. s. 2-12- Dostupné na: www.mecd.gob.es/eslovaquia/dms/consejerias-exteriores/eslovaquia/publicaciones/publicaciones/ACTASXVIIENCUENTRO.pdf
TRUJILLO, F. S., – SALVADORES, C. M. 2019. Tecnología para la enseñanza y el aprendizaje de lenguas extranjeras: revisión de la literatura. In: RIED. Revista Iberoamericana de Educación a Distancia, 22(1), s. 153-169. Dostupné na: https://fernandotrujillo.es/wp-content/uploads/2020/12/22257-49096-1-PB.pdf
UNESCO. 2019. Marco de competencias de los docentes en materia de TIC UNESCO. 63 s. ISBN: 978-92-3-300121-3. Dostupné na: https://unesdoc.unesco.org/ark:/48223/pf0000371024 (selected parts)

**Languages necessary to complete the course:**
Slovak, Spanish (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 27

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 77,78 | 0,0 | 14,81 | 0,0 | 0,0 | 0,0 | 7,41 |

**Lecturers:** Mgr. Radana Štrbáková, PhD., PhDr. Mojmír Malovecký, PhD., PhDr. Mária Medveczká, PhD.

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| **Last change:** 30.10.2025 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde016/22 | Information Technologies in Foreign Language Teaching 1. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week seminar, total per semester 22 hours
Teaching method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 28 hours; preparation of interim tasks = 25 hours
Teaching methods:
interpretation, discussion, independent work of students on sub-tasks, semester project and its presentation to classmates, e-learning (selected topics)

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation and completion of classroom tasks
35 points: elaboration of ongoing homework
35 points: elaboration of seminar work and presentation to classmates
The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is the development of digital competence with a focus on the field of language work and learning or teaching Italian as a foreign language.

The student develops digital skills in finding information and working with electronic language resources for active learning using information technology and for the conception of final works in a foreign language. He will be familiar with the ethical aspects and principles of occupational safety in the online environment when teaching languages.
It will also deepen its ability to solve problems independently, as well as work in the team.

**Class syllabus:**
• Use of information technology in the learning/teaching of foreign languages in the attendance and distance form of teaching.
• Preparation of foreign-language documents in Romance languages. Basic electronic language resources.
• The Internet as a source of didactic material.
• Educational portals for Romance language students.
• Web 2.0 tools.
• Selected educational programs focusing on Romance languages and current trends in foreign language teaching.
• Working with electronic dictionaries.
• Basics of work with corpus, the most important corpus for Slovak language and Romance languages.
• Translation programs and their use.
• Current trends in information and communication technologies and their use for Romance language students and foreign language teachers: social networks, microblogs, blogs, vlogs, youtube, the latest applications.
• Ethical aspects and principles of occupational safety in the online environment.

**Recommended literature:**
MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. Prešov: Vydavateľstvo Michala Vaška. 2011. 147 s. ISBN: 9788071658429. (selected parts)
MEDVECZKÁ, M. La web 2.0 en la enseñanza de ELE. In: Actas del 17 Encuentro de profesores de español de Eslovaquia. Bratislava: Embajada de España en Eslovaquia, 2014. ISBN 978-80-971962-0-2. s. 2-12- Dostupné na: www.mecd.gob.es/eslovaquia/dms/consejerias-exteriores/eslovaquia/publicaciones/publicaciones/ACTASXVIIENCUENTRO.pdf
TRUJILLO, F. S., – SALVADORES, C. M. 2019. Tecnología para la enseñanza y el aprendizaje de lenguas extranjeras: revisión de la literatura. In: RIED. Revista Iberoamericana de Educación a Distancia, 22(1), s. 153-169. Dostupné na: https://fernandotrujillo.es/wp-content/uploads/2020/12/22257-49096-1-PB.pdf
UNESCO. 2019. Marco de competencias de los docentes en materia de TIC UNESCO. 63 s. ISBN: 978-92-3-300121-3. Dostupné na: https://unesdoc.unesco.org/ark:/48223/pf0000371024 (selected parts)

**Languages necessary to complete the course:**
Slovak, Spanish (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 27

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 77,78 | 0,0 | 14,81 | 0,0 | 0,0 | 0,0 | 7,41 |

**Lecturers:** PhDr. Mojmír Malovecký, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

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|---|
| **Last change:** 30.10.2025 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

# COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde019/22 | Information Technologies in Foreign Language Teaching 2. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; seminar work and preparation of its presentation = 28 hours; preparation of ongoing tasks = 25 hours
Teaching methods:
interpretation, discussion, independent work of students on sub-tasks, semester project and its presentation to classmates

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation and completion of classroom tasks
35 points: elaboration of ongoing homework
35 points: elaboration of seminar work and presentation to classmates
The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to deepen digital competence with a focus on specific programmes and applications for working with the language, learning or teaching foreign languages.

The student develops digital skills when working with specialized electronic language resources for active learning using information technology. He/she will deepen his/her knowledge of educational and translation strategies using computer programs. It will learn to use selected tools in the organization of its education, as well as in the preparation of didactic activities and evaluation of learners. He/she will also deepen his/her ability to analyze the problem, solve problems independently as well as work in the team.

**Class syllabus:**

• Specialised electronic language resources for the needs of the foreign language learner and teacher.
• Working with computer dictionaries, lexical and terminological databases and their didactic use.
• Working with different types of corpuses – monolingual, multilingual, general, special, synchronous, diachronous.
• Translation programs.
• Possibilities of using computer linguistics in the teaching of foreign languages.
• Latest computer or smartphone applications for learning foreign languages

**Recommended literature:**

MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. Prešov: Vydavateľstvo. Michala Vaška. 2011. 147 s. ISBN: 9788071658429. (selected parts)
LERA, M., MCLOUGHLIN, D., MYNARD, J. 2024. Risorse per l'apprendimento autodiretto dell'italiano. Studies in Self-Access Learning Journal, 15(2), 279–300. https://sisaljournal.org/volume-15/jun24/lera_et_al_italiano/?utm_source=chatgpt.com
RODRÍGUEZ ORGAZ, C. 2018. Un análisis de aplicaciones móviles para el aprendizaje autónomo de ELE. In: Revista Electrónica del Lenguaje, nº 5, 2018. Dostupné na: https://www.revistaelectronicalenguaje.com/wp-content/uploads/2018/12/2018-vol5-11.pdf

**Languages necessary to complete the course:**

Slovak language, Spanish or Italian language (passive)

**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:** PhDr. Mojmír Malovecký, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde019/22 | Information Technologies in Foreign Language Teaching 2. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week seminar, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; seminar work and preparation of its presentation = 28 hours; preparation of ongoing tasks = 25 hours
Teaching methods:
interpretation, discussion, independent work of students on sub-tasks, semester project and its presentation to classmates

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: active participation and completion of classroom tasks
35 points: elaboration of ongoing homework
35 points: elaboration of seminar work and presentation to classmates
The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to deepen digital competence with a focus on specific programmes and applications for working with the language, learning or teaching foreign languages.

The student develops digital skills when working with specialized electronic language resources for active learning using information technology. He/she will deepen his/her knowledge of educational and translation strategies using computer programs. It will learn to use selected tools in the organization of its education, as well as in the preparation of didactic activities and evaluation of learners. He/she will also deepen his/her ability to analyze the problem, solve problems independently as well as work in the team.

**Class syllabus:**

• Specialised electronic language resources for the needs of the foreign language learner and teacher.
• Working with computer dictionaries, lexical and terminological databases and their didactic use.
• Working with different types of corpuses – monolingual, multilingual, general, special, synchronous, diachronous.
• Translation programs.
• Possibilities of using computer linguistics in the teaching of foreign languages.
• Latest computer or smartphone applications for learning foreign languages

**Recommended literature:**

MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. Prešov: Vydavateľstvo. Michala Vaška. 2011. 147 s. ISBN: 9788071658429. (selected parts)
LERA, M., MCLOUGHLIN, D., MYNARD, J. 2024. Risorse per l'apprendimento autodiretto dell'italiano. Studies in Self-Access Learning Journal, 15(2), 279–300. https://sisaljournal.org/volume-15/jun24/lera_et_al_italiano/?utm_source=chatgpt.com
RODRÍGUEZ ORGAZ, C. 2018. Un análisis de aplicaciones móviles para el aprendizaje autónomo de ELE. In: Revista Electrónica del Lenguaje, nº 5, 2018. Dostupné na: https://www.revistaelectronicalenguaje.com/wp-content/uploads/2018/12/2018-vol5-11.pdf

**Languages necessary to complete the course:**

Slovak language, Spanish or Italian language (passive)

**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:** PhDr. Mojmír Malovecký, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde035/22 | Intercultural Communication |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 15 hours; elaboration of ongoing tasks = 22 hours; self-study = 16 hours
Teaching methods:
interpretation, discussion, presentation of students, work in a large group, work in groups, independent work, managed self-study

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
25 points: active participation and completion classroom tasks
25 points: elaboration of ongoing homework
25 points: elaboration of seminar work and presentation to classmates
25 points: written verification of foreground
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to learn about the basics of intercultural communication and to deepen intercultural competence.
After successful completion of the course, the student will know and understand the basic concepts and theoretical starting points of intercultural communication as the subject of scientific theory and research. He/she will deepen intercultural competence, adaptability, critical thinking, communicative and social capabilities and the ability to build relationships with members of other cultures.

**Class syllabus:**
The starting points for exploring intercultural communication.
Culture and its types.
Language as the basis for intercultural communication.
Research and their results carried out in the field of intercultural communication.
Intercultural communication in different professions.
Intercultural competence.

**Recommended literature:**
ĎURIGOVÁ, N. 2005. Medzikultúrna komunikácia, Bratislava: PEEM, 2004, 154 p. ISBN: 80-89197-18-3
PRŮCHA, J. 2010. Interkulturní komunikace. Praha: Grada, 2010. 200 s. ISBN: 978-80-247-3069-1.

**Languages necessary to complete the course:**
Slovak language, Czech language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 20

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 40,0 | 0,0 | 35,0 | 5,0 | 10,0 | 0,0 | 10,0 |

**Lecturers:** PhDr. Mária Medveczká, PhD., Mgr. Zuzana Tóth, Dr.phil

**Last change:** 25.08.2023

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde035/22 | Intercultural Communication |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 75 hours of student work of which: in-person teaching = 22 hours; elaboration of seminar work and preparation of its presentation = 15 hours; elaboration of ongoing tasks = 22 hours; self-study = 16 hours
Teaching methods:
interpretation, discussion, presentation of students, work in a large group, work in groups, independent work, managed self-study

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
25 points: active participation and completion classroom tasks
25 points: elaboration of ongoing homework
25 points: elaboration of seminar work and presentation to classmates
25 points: written verification of foreground
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to learn about the basics of intercultural communication and to deepen intercultural competence.
After successful completion of the course, the student will know and understand the basic concepts and theoretical starting points of intercultural communication as the subject of scientific theory and research. He/she will deepen intercultural competence, adaptability, critical thinking, communicative and social capabilities and the ability to build relationships with members of other cultures.

**Class syllabus:**
The starting points for exploring intercultural communication.
Culture and its types.
Language as the basis for intercultural communication.
Research and their results carried out in the field of intercultural communication.
Intercultural communication in different professions.
Intercultural competence.

**Recommended literature:**
ĎURIGOVÁ, N. 2005. Medzikultúrna komunikácia, Bratislava: PEEM, 2004, 154 p. ISBN: 80-89197-18-3
PRŮCHA, J. 2010. Interkulturní komunikace. Praha: Grada, 2010. 200 s. ISBN: 978-80-247-3069-1.

**Languages necessary to complete the course:**
Slovak language, Czech language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 20

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 40,0 | 0,0 | 35,0 | 5,0 | 10,0 | 0,0 | 10,0 |

**Lecturers:** PhDr. Mária Medveczká, PhD., Mgr. Zuzana Tóth, Dr.phil, PhDr. Mojmír Malovecký, PhD.

**Last change:** 25.08.2023

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

**COURSE DESCRIPTION**

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde016/22 | Introduction into didactics of German language |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily attendence).
Student's workload: 11 x 2 hours of direct teaching = 22 hours; 12 hours of continuous home preparation for class, self-study; 20 hours of preparation of a seminar paper; 10 hours of preparation of a co-authored paper; 36 hours of preparation for the final assessment (presentation of the seminar paper, oral examination). Total 100 hours of student work.
Teaching methods: explanation, work with professional text, brainstorming, problem solving, application of theoretical knowledge to practice, discussion of the topic, authentic presentation and critical reflection of papers, guided self-study

**Number of credits:** 4

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
Continuous assessment (50 points): study of literature, active participation in discussions, 1 co-presentation focused on a selected phenomenon of educational reality in school and 1 seminar paper focused on selected concepts from didactics with examples from practice. Final assessment (50 points): presentation of the seminar paper and oral examination (50/50).
The grade is awarded on a scale:
A (100 - 91%, excellent - outstanding)
B (90 - 81%, very good - above average standard)
C (80 - 73%, good - normal reliable work)
D (72 - 66%, satisfactory - acceptable results)
E (65 - 60%, satisfactory - results meet minimum criteria)
Fx (59 - 0%, inadequate - extra work required).
Excellent: active participation in discussions during the semester, persuasive presentation of the paper, precise formulation of the intention of the seminar paper, excellent knowledge of the topic, clear and logical argumentation, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own contribution, argumentation and ability to make comparisons, correct use of technical terms, grammatically, orthographically and stylistically minimal errors,

formally correct editing (adherence to the citation standard, etc.), good grades (excellent). ), excellent ability to independently present theoretical knowledge in connection with practical applications.
Very good: active participation in discussions during the semester, solid presentation of the abstract and formulation of the intent of the seminar paper, very good knowledge of the subject, logical structure of the paper and argumentation, clear language, few grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), ability to independently present theoretical knowledge in connection with practical applications.
Good: solid treatment of the topic, insufficient connection to the current state of the research problem, logical argumentation, correct communication of arguments, mostly correct use of technical terms, grammatically, orthographically, stylistically at an average level, relatively adequate amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to independently present theoretical knowledge in connection with practical applications.
Satisfactory: only a rough outline of the problem to be solved, superficial knowledge of the scientific context, imprecise presentation of arguments taken from secondary literature, largely correct use of technical terms, several 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.
Sufficient: the results treat the chosen topic superficially and without own contribution by mechanically taking from various sources, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.
Insufficient results: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars and examination, major formal deficiencies.
Scale of assessment (preliminary/final): Continuous assessment (50 points): study of literature, active participation in discussions, 1 co-presentation focused on a selected phenomenon of educational reality in school and 1 seminar paper focused on selected concepts from didactics with examples from practice. Final assessment (50 points): presentation of the seminar paper and oral examination (50/50).

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Objectives: to convey the theoretical foundations of foreign language didactics together with the conceptual apparatus with a focus on the German language.
Outcomes: the graduate of the course is able to reflect on the educational reality in school and to carry out didactic analysis and evaluation of teaching units. He/she is open to new knowledge and can apply critical (self)reflection. He/she will develop the skills to apply theoretical knowledge in educational conditions of school, expand his/her competences to work with new technologies. Improves communication, presentation and argumentation skills, self-study strategies. He/she will be able to present his/her own solutions and attitudes adequately and professionally with an innovative approach.

**Class syllabus:**
Course outcomes of subject (content):
1. Theoretical knowledge and research results of didactics of foreign languages and reference disciplines.

2. Interactive German language teaching, its characteristic features and principles, teacher's personality as a creative medium of the teaching process, defining the objectives and contents of teaching units, forms, and methods of work.
3. Familiarization with the European Framework of Reference and the curriculum, structural moments of the interactive teaching unit, the phase model of the interactive processes of teaching and learning, progression, and its role in the planning of the teaching process.
4. Didactic analysis of teaching units and evaluation of the process in a broader sense, comparison of effectiveness in relation to the stated objectives and contents; use of new technologies, evaluation in terms of usability in teaching.
5. The influence of mother tongue and L2 in the process of foreign language teaching.
The teaching of thematic units through the selected methods and forms of work contributes to a considerable extent to the achievement of the set objectives and learning outcomes listed in the graduate profile.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
HALLET, W. a KÖNIGS, Frank G. 2019. Handbuch Fremdsprachendidaktik. Seelze. Klett u. Kallmeyer, 2019. 399 s. V. a VIII. kapitola. ISBN 978-3-7800-1053-7
KOLEČÁNI LENČOVÁ, I./DOVIČÁK, M. 2021. Od textu k projektu. Bratislava: PdF UK, 2021. 70 s. ISBN 978-80-223-5278-9
STORCH, G. 1999. Deutsch als Fremdsprache – Eine Didaktik: Theoretische Grundlagen und praktische Unterrichtsgestaltung. Paderborn: Fink, 1999. 367 s., s. 305–310, 327–336. ISBN-13:978-3825281847
Recommended readings:
Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen. Begleitband. 2020. Stuttgart: Klett.
LENČOVÁ, I. 2006. Lernen an Stationen. Pädagogisch-didaktische Überlegungen zu einem der neuen Unterrichtsmodelle. In: Germanistické štúdie. Banská Bystrica: FHV UMB, 2006, 21–33. ISBN 80-8083-224-2
LENČOVÁ, I. 2006. Das Glück hat Flügel. Literarische Stationen für Jugendliche. In: Fremdsprache Deutsch: Zeitschrift für die Praxis des Deutschunterrichts, č. 35, 38–42.
PIEPHO, H. E. et all. 1996. Aufgaben-Handbuch: Deutsch als Fremdsprache; Abriss einer Aufgaben- und Übungstypologie. München: Iudicium, 1996. ISBN 3-89129-269-4
WICKE, R. E. 2012. Aufgabenorientiertes und projektorientiertes Lernen im DaF-Unterricht. München: Iudicium, 2012. 292 s. ISBN 978-3-86205-089-5

**Languages necessary to complete the course:**
German, Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 57

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 28,07 | 0,0 | 24,56 | 10,53 | 28,07 | 7,02 | 1,75 |

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

**Last change:** 09.11.2022

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|---|
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde032/22 | Introduction into didactics of literature |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendance).
Student's workload: 11 x 2 hours of direct teaching = 22 hours; 12 hours of preparation for a paper; 16 hours of preparation for a seminar paper. Total 50 hours of student work.
Teaching methods: explanations, work with professional texts, brainstorming, problem solving, application of theoretical knowledge to practice, discussion of didactic literary texts, authentic presentation and critical reflection of papers, guided self-study

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
assessment 50 points, seminar paper: 50 points (100/0).
Grade is awarded on a scale:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.
Good: average knowledge and ability to link it to skills based on acquisition of conceptual apparatus, good ability to think analytically and formulate critical evaluative attitudes, fluent speech with several weaknesses.
Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills.

Satisfactory: content mastery with several deficiencies, lack of sufficient mastery and understanding of issues and interpretive procedures, lack of scientific reasoning and formulation of evaluative critical stances.
Inadequate: insufficient knowledge, insufficient mastery of conceptual apparatus and lack of understanding of the issues and interpretive practices.
Scale of assessment (preliminary/final): assessment 50 points, seminar paper: 50 points (100/0).

**Learning outcomes:**
Educational objectives: the graduate will acquire basic knowledge of didactics of literature, will learn new approaches in the interpretation of literary texts in the teaching of German language, which is currently based on an intercultural and holistic approach and aesthetic learning, the use of texts of all kinds.
Learning outcomes: the graduate of the course will be able to independently analyse and interpret procedures for working with literary texts. The student will be able to formulate tasks in the field of literary education and methodological concepts for working with literary texts. Acquire the skills to modify general and specialist knowledge and to design their own methodological procedures. Independently present and critically reflect on applications in practice. Develops social and emotional competences.

**Class syllabus:**
Course outcomes of subject (content):
Fundamentals of didactics of literature. Socialization of literature. Reading competence; literary reception competence. The intersection of individual, social and cultural meaning of literature. Literature in the context of anthropology and media history. Literature in the context of the didactics of literature. The basic tasks of literary education. Concepts of literary education. New media and the teaching of literature. Models of organization of literary education. Issues of assessment and evaluation criteria.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
KOLEČÁNI LENČOVÁ, I. 2008. Literárny artefakt vo výučbe cudzích jazykov. Banská Bystrica : Univerzita Mateja Bela, Fakulta humanitných vied, 2008. 198 s. ISBN 978-80-8083-572-9
KOLEČÁNI LENČOVÁ, I. 2009. Lehrerhandbuch: metodicko-didaktická príručka pre učiteľa k integrovaným učebniciam literárneho čítania pre žiakov 1. a 2. stupňa základných škôl a osemročných gymnázií Phantasieland Lesen 1, Phantasieland Lesen 2. Bratislava: Príroda, 31 s. ISBN 978-80-07-01689-7
KOLEČÁNI LENČOVÁ, I. 2009. Phantasieland Lesen 1: integrovaná učebnica literárneho čítania pre žiakov 1. stupňa základných škôl. Bratislava: Príroda, 71 s. ISBN 978-80-07-01672-9
Recommended readings:
BERNSTEIN, N. a LERNCHNER, CH. 2014. Ästhetisches Lernen im DaF-/DaZ-Unterricht. Göttingen: Universitätsverlag, 2014. 382 s., I. kapitola. ISBN 978-3-86395-183-2
BOGDAL, K. a i. (ed. 2002.) Grundzüge der Literaturdidaktik. München: dtv, 2002. 336 s. ISBN-10:3423307986
KAMMLER, C. 2000. Neue Literaturtheorien und Unterrichtspraxis. Baltmannsweiler: Schneider Verlag Hohengehren, 2000. 166 s. ISBN-10:3896762273
KOLEČÁNI LENČOVÁ, I. 2009. Phantasieland Lesen 2: integrovaná učebnica literárneho čítania pre žiakov 2. stupňa základných škôl a osemročných gymnázií. Bratislava: Príroda, 2009. 103 s. ISBN 978-80-07-01673-6

LENČOVÁ, I. 2006. Imagination und Emotion – Förderung des kreativen Potentials und der Emotionalität des Schülers durch Bild, Text und Musik. In: Zeitschrift für Gestaltpädagogik, 17. Jahrgang Heft 1, 2006, s. 50 – 57. ISBN 3-89797-707-9

**Languages necessary to complete the course:**
German, Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 10

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

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde017/22 | Introduction into literary theory |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily attendence).
Student workload: 11 x 2 hours of direct instruction = 22 hours; 22 hours of direct instruction; 28 hours of continuous home preparation for class, self-study; 50 hours of preparation for final assessment (oral examination). Total 100 hours of student work.
Teaching methods: explanations, work with specialist texts, brainstorming, discussion of the topic, analysis of literary texts, guided self-study

**Number of credits:** 4

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
continuous assessment in the form of a discussion: 50 points and oral examination: 50 points (50/50), mastery of theoretical content, knowledge of conceptual instrumentation and methods of literary research, active participation in discussions/analyses is required.
Grades are awarded on a scale of:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: excellent knowledge of theories and methods of literary scholarship, excellent command of conceptual instrumentation, fluent speech, structured statements, excellent ability to think analytically and formulate critical evaluative stances.
Very good: solid knowledge of theories and methods of literary studies, solid command of conceptual instrumentation, fluent speech with minor weaknesses, very good ability to think analytically and formulate critical evaluative stances.

Good: solid knowledge of theories and methods of literary scholarship, solid command of conceptual instrumentation, fluent speech with several weaknesses, limited ability to formulate evaluative critical stances.
Satisfactory: content mastery with several deficiencies, basic mastery and understanding of the issues, weak scholarly argumentation and ability to formulate evaluative critical stances.
Satisfactory: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific reasoning and the ability to formulate evaluative critical stances.
Inadequate: insufficient, no knowledge of theories and methods of literary scholarship, insufficient mastery of conceptual instrumentation
Scale of assessment (preliminary/final): continuous assessment in the form of a discussion: 50 points and oral examination: 50 points (50/50), mastery of theoretical content, knowledge of conceptual instrumentation and methods of literary research, active participation in discussions/ analyses is required.

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Objectives: to convey the theoretical foundations of foreign language didactics together with the conceptual apparatus with a focus on the German language.
Outcomes: the graduate of the course is able to reflect on the educational reality in school and to carry out didactic analysis and evaluation of teaching units. He/she is open to new knowledge and can apply critical (self)reflection. He/she will develop the skills to apply theoretical knowledge in educational conditions of school, expand his/her competences to work with new technologies. Improves communication, presentation and argumentation skills, self-study strategies. He/she will be able to present his/her own solutions and attitudes adequately and professionally with an innovative approach.

**Class syllabus:**
Course outcomes of subject (content):
At the level of the theory of literature we will explain the division of the literary system, the role of literary criticism, the problems of literary historiography and the procedures of interpretation of literary works of art, the processes of the creation of literary canons, but we will also deal with the traditional areas of the theory of literature, namely rhetoric and stylistics. We will problematize the notion of literature between the aesthetics of production and the aesthetics of reception. Part of the lecture will be concerned with differentiations at the level of types and genres. In the context of the concept of literature we will consider the categories of literariness, poeticity, aesthetic information, experientiality, etc.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
MIKULÁŠ a kol. 2019. Literaturwissenschaft in internationaler Perspektive. In: Literaturwissenschaft in internationaler Perspektive. Nümbrecht: Kirsch-Verlag, 2019. 509 s. ISBN 978-3-943906-35-6
Recommended readings:
MIKULÁŠOVÁ, A./MIKULÁŠ, R. 2011. Grundfragen der Literaturwissenschaft. Teil I. Theorien, Methoden, Tendenzen. Nümbrecht: Kirsch Verlag, 2011. 226 s. ISBN 978-3-933586-77-3

MIKULÁŠ, R. 2015. Kánon ako funkcia v autoreflexii systému literatúry = The canon as a function in the auto-reflection of the literature system. In World Literature Studies. Roč. 7 (24), č. 3 (2015), 63–75. ISSN (online) 1337-9690

**Languages necessary to complete the course:**
German, Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 119

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 18,49 | 0,0 | 16,81 | 8,4 | 20,17 | 11,76 | 24,37 |

**Lecturers:** Mgr. Roman Mikuláš, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde001/22 | Introduction to Linguistics for Students of Romance Languages |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week lecture; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
22 x 1 continuous home preparation for teaching, self-study, critical analysis of selected articles and chapters from recommended literature, preparation for discussion and group work on lessons = 22 hours
1 x 10 preparation of presentation based on analyzed language data and studied literature
1 x 10 preparation of semester work based on presentation
1 x 11 Test preparation
Teaching methods:
lecture, interpretation, analysis of selected issues, interview, case studies, group discussion

**Number of credits:** 3

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Interim and final evaluation:
Interim evaluation (50 % of the overall assessment of the course)
Students are continuously preparing for evaluation by studying the selected topics of recommended literature, so that they can actively participate in the analysis of selected issues, discussion and group work (discussion and group work activity represent 10% of the evaluation) and develop their mini semester project during the semester. During the semester, students carry out their semester project on a specified topic (they analyze a selected part of the specialized literature, develop the theoretical and methodological background of the project) and present it in colloquial form (10 % of the overall evaluation) and in the form of semester work (30 % of the overall evaluation). As a rule, the semester work is handed over by the student until the end of continuous training in the semester.
Final evaluation (50 % of the overall assessment of the course) in the form of a written examination of specified selected topics of recommended literature, which are the subject of in-person teaching and controlled self-study.
At least 60% of the overall assessment must be obtained to complete the course.
The evaluation shall be awarded on a scale of:

A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work is required).
The evaluation reflects the level of insight of the graduate in selected basic concepts and themes of linguistics, with the primary focus on the simultaneous synthesis of knowledge in linguistic science with a focus on Romance languages; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: The student focuses on an excellent level in basic concepts and themes of linguistics. Critically analyzes selected topics from a methodological and theoretical point of view, compares their thesis, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she can argue clearly and logically, support his/her arguments with knowledge gained during the study of the subject and use the relevant conceptual apparatus. He/she is able to design a semester project, which is characterized by a high degree of theoretical and methodological consistency, analyze the selected issue on the basis of linguistic methodology and present his/her research in colloquial and written form.
Very good: The student is oriented at a very good level in the basic concepts and themes of linguistics. He/she critically analyzes selected topics from a methodological and theoretical point of view, can compare them with each other, interprets their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, and links his arguments to the knowledge acquired during the study of the subject. He/she is able to design a seminar project, which is characterized by rigorous processing, analyze the selected issue on the basis of linguistic methodologies and present his/her semester project in colloquial and written form.
Good: The student is orientated in basic concepts and themes of linguistics. He/she analyzes selected topics from a methodological and theoretical point of view, compares them with each other, can mostly interpret their didactic implications and their importance for the teaching of Romance languages. In discussions, he/she is usually able to argue clearly and logically and is able to explain any ambiguities, although not alwaysusing the relevant conceptual apparatus. He/she can design a sufficiently high-quality semester project, anchored in a well-defined theoretical and methodological framework, although there are minor shortcomings, especially at the formal level, and present his/her semester project in both colloquial and written form.
Satisfactory: The student focuses on the basic concepts and themes of linguistics. He/she is less active in discussions, his/her arguments are partly based on general knowledge and his/her own experience, to a satisfactory extent they are linked to the knowledge acquired during the study of the subject. He/she is able to design a semester project anchored in the theoretical and methodological apparatus of linguistics, even if it presents shortcomings at a formal or logical level. He/she can analyze language data on the basis of linguistic methodologies, although the presentation of the semester project has formal shortcomings.
Sufficient: The student focuses on basic concepts and themes of linguistics. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his/her own experience, their connection with the knowledge acquired during the study of the subject is not always clear. He/she can design a research project anchored in the theoretical and methodological apparatus of linguistics, even if it presents shortcomings at a formal or logical level. The presentation of semester work has formal shortcomings.

**Learning outcomes:**

Educational objectives:
To develop graduates' knowledge of selected topics of general and Romance linguistic science, to obtain a basic overview of the most important personalities of linguistic science, to know the linguistic languages and their concepts of thinking about the language, the types of language classification, the origin of Romance languages, the Romance language area, the Romance languages from areal and typological perspective, the introduction to the comparative study of Romance languages, the subject of linguistics, the system and structure of the language, semiotics, the language sign, language dynamics, descriptive concepts, cognitive linguistics, theory of language functions, pragmatic and discouraging turnaround in linguistics. Use this knowledge in practice by designing and implementing semester work, which is oriented to the selected topic from linguistics in relation to the exploration of Romance languages.
Educational outcomes:
Acquisition of a basic overview of the concepts and concepts of linguistics from the point of view of its current synthesis. By deepening theoretical linguistic training, it allows the student to orientate better in practice. The future foreign language teacher is able to apply individual basic concepts in linguistics primarily from the point of view of exploring and studying Romance languages in relation to knowledge in linguistic science.

**Class syllabus:**
· Introduction to general and Romanesque linguistics.
· Basic overview of the most important personalities of linguistics, linguistic schools and their concepts of thinking about language.
· Types of language classification.
· The origin of Romance languages.
· Romance language area.
· Romance languages in terms of areal and typological classification.
· Introduction to the comparative study of Romance languages.
· The subject of linguistics.
· System and structure of language.
· Semiotics, language sign.
· Language dynamics.
· Descriptive concepts.
· Cognitive linguistics.
· Theory of language functions.
· A pragmatic and discourse turn in linguistics.

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
BENVENISTE, E. 2019. Studie z obecné lingvistiky. Podhradský. 372 p. ISBN 978-80-7272-177-1.
ČERMÁK, F. 2017. Jazyk a jazykověda. Praha: Karolinum. 382 p. ISBN 978-80-246-1946-0.
ČERMÁK, F. 2017. Korpus a korpusová lingvistika. Praha: Karolinum. 268 p. ISBN 978-80-246-3710-5.
ČERMÁK, F. – BLATNÁ, R. 2008. Korpusová lingvistika: Stav a modelové přístupy. 1.vyd. Praha: Lidové noviny. 358 s. ISBN: 978-80-7106-861.
ČERMÁK, P. – NÁDVORNÍKOVÁ, O. 2020. Complex Words, Causatives, Verbal periphrases and the Gerund. Praha: Karolinum. 163 p. ISBN 9788024645544.
ČERMÁK, P. – KRATOCHVÍLOVÁ, D. – NÁDVORNÍKOVÁ, O. 2015. Románské jazyky a čeština ve světle paralelních korpusů. Praha: Karolinum, 320 s. ISBN 978-80-246-2872-1.

ČERNÝ, J. 2006. Dějiny lingvistiky. 1. vyd. Olomouc: Votobia. 517 p. ISBN 80-85885-96-4.
DOLNÍK, J. 1999. Základy lingvistiky 1. vyd. Bratislava: Incentive. 340 p. ISBN 80-85697-95-5.
DOLNÍK, J. 2009. Všeobecná jazykoveda. 1. vyd. Bratislava: Veda. 376 p. ISBN 978-80-224-1078-6.
GENZOR, J. 2015. Jazyky sveta. Bratislava: Lingea. 686 p. ISBN 9788081451140.
HAJIČOVÁ, E. 2018. Syntax – Semantics interface. Praha: Karolinum. 294 p. ISBN 978-80-246-3714-3.
KAČALA, J. 2021. Súčasný slovenský jazyk. Martin: Vydavateľstvo Matice slovenskej. 142 s. ISBN 9788081153105.
KEITH, A. 2010. The Western Classical Tradition in Linguistics. Sheffield: Equinox Publishing. 460 s. ISBN 9781845536657.
MALOVECKÝ, M. 2014. Lingvistické komponenty hľadania metódy v kontrastívnej jazykovede. Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského. ISBN 978-80-223-3772-4. P. 12-32.
OSTRÁ, R. – SPITZOVÁ, E. 1995. Úvod do studia románských jazyků. Brno: Masarykova univerzita. 175 s. ISBN 8021012587.
PRICE, G. 2002. Encyklopedie jazyků Evropy. Praha: Volvox Globator. 510 s. ISBN 8072074504.
SAUSSURE, F. de. 1996. Kurs obecné lingvistiky. 1. vyd. Praha: Academia, 1996. 468 pp.
ŠABRŠULA, J. 1994. Úvod do srovnávacího studia románských jazyků. Ostrava: Ostravská univerzita. 251 p. ISBN 80-7042-407-9.

**Languages necessary to complete the course:**
Slovak language, Czech language (passive knowledge), English language (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 220

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 34,09 | 0,0 | 30,45 | 11,82 | 8,18 | 5,0 | 10,45 |

**Lecturers:** prof. György Domokos, PhD., PhDr. Mojmír Malovecký, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde002/22 | Introduction to Literature Study for Students of Romance Languages |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week lecture; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: total of 75 hours of student work: 22 hours of in-person teaching, 20 hours continuous preparation for lessons; 13 hours preparation for interim evaluation; 20 hours preparation for exam
Teaching methods: interpretation, discussion of the topic discussed, solving problem tasks, exercises to apply theory into practice, controlled self-study

**Number of credits:** 3

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The resulting student assessment (100 %) will consist of an interim semester evaluation (50 %) and a final evaluation (50 %).
Interim score (50%-50 points):
points per activity per hour: a total of 20 points
2 written papers aimed at verifying theoretical knowledge and the ability of their practical application (2 x 15 points): a total of 30 points
Final score (50%-50 points):
oral examination
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)
The final evaluation reflects the student's level of insight into literary science and literature; the level of his/her linguistic and analytical thinking; level of skill to apply theoretical knowledge into practice.

A – excellent results, the student will submit written seminar papers in which he/she will demonstrate an excellent level of theoretical knowledge from the foundations of literary science and the ability to practically apply this knowledge to literary texts. The approach to processing the chosen issue is characterized by expertise, creativity and originality. The student demonstrates the ability to express himself/herself in terminological precision and demonstrates skills in the application of theoretical knowledge in the analysis of literary text. The seminar works are processed in a formal way and are characterized by linguistic cultivation. At the oral exam, the student demonstrates an excellent level of basic knowledge of literary science and the ability to professionally reflect literary text. In the answer, he/she will show insight, the ability to think critically, to argue and to connect knowledge from different areas of literary science.
B – results at the level of above average standard, the student submits written seminar papers in which he will show a good level of theoretical knowledge from the foundations of literary science and the ability to practically apply them to literary texts. The approach to processing the selected issue is characterized by expertise, the student is able to express himself/herself terminologically accurately and is able to apply theoretical knowledge in the analysis of literary text, but he/she does not have to show significant signs of creativity and originality in the processing of the chosen topic. Formally and linguistically, there may be some shortcomings at work. At the oral exam, the student demonstrates a very good level of basic knowledge of literary science and the ability to professionally reflect literary text. In the answer, he/she shows insight, the ability to think critically, but does not use reasoning and does not interconnect knowledge from different areas of literary science.
C – results at the level of reliable work, the student submits written seminar papers, in which he/she will demonstrate a good level of theoretical knowledge from the foundations of literary science and the ability of their practical application. The approach to processing the selected issue is characterized by expertise, but the student demonstrates insecurity in the use of terminology and less skills in the application of theoretical knowledge in the analysis of literary text. There may be formal and linguistic shortcomings at work. At the oral exam, the student demonstrates a good level of basic knowledge of literary science, but to a lesser extent he/she shows the ability to professionally reflect literary text.
D – acceptable results, the student submits seminar work processed at an acceptable level, have the character of expertise, but the handling of terminology and connection to the application part shows shortcomings and less connectivity. At the oral exam, the student proves that he/she has acquired knowledge at a satisfactory level, knows the basics of literary science and terminology, but has shortcomings in linking theoretical knowledge in the analysis of specific literary texts.
E – sufficient results, the student will submit seminar work processed at a sufficient level in terms of fulfilling the minimum criteria in terms of content and formal. In terms of content, work is characterized by a lower degree of expertise and connectivity to the application part. At the oral exam, the student demonstrates a basic insight into literary science issues, inaccuracy in the use of terminology and a weaker ability to link theoretical knowledge with application use in the analysis of literary text.
Fx – insufficient results, the student will submit seminar work at insufficient content and formal level, or will not hand them over within the specified deadline. The extent of the theoretical knowledge acquired is insufficient, which makes it impossible to apply them in the analysis of artistic text.

**Learning outcomes:**

From the educational objectives declared in the graduate profile, the lecture focuses on acquiring basic knowledge of literary science and acquiring skills and competences that are necessary for professional reading of literary text.
Educational outcomes:

The student will be able to orientate in the basics of literary science and in approaches to artistic text. He/she will learn the terminology of literary science and become familiar with its most important theoretical questions/problems. He/she acquires the necessary tools and learns the basics of their practical application in the analysis of literary text.

**Class syllabus:**

• Explanation of basic concepts and definition of basic issues of discipline: literature, artistic text, literary science, its components and links with linguistics, aesthetics, basic functions of literature, literature and reality, display, literature as composition, literature as a composition, literature as communication

• Literary types and their specific features in historical development, genres and genre forms, content and formal genre characters, genre syncretism

• Literary work: external factors (author and authorial intent and strategy, context, reader, reception)

• Literary work: internal factors (theme/value, structure, form, means of expression, language and style, tropics, links with other texts: intertextuality)

• Components of narrative text (fabula and sujet, character, space-time, narrator: types of narrator, narrative attitude and procedure). Selected models of analysis of narrative text.

• Poetry: verse, rhyme, strofa, selected solid forms

**Recommended literature:**

HARPÁŇ, M. 2004. Teória literatúry. Bratislava: Tigra, 2004.
MALINOVSKÁ, Z. 2016 Naratológia. In: Podoby literárnej vedy : teórie – metódy – smery. Bratislava: Veda, 2016. ISBN 978-80-224-1524-8. S. 205-219.
VALČEK, P. 2006. Slovník literárnej teórie. Bratislava: LIC, 2006.
WELLEK, R., WARREN, A. 1996. Teorie literatury. Olomouc: Votobia, 1996.

**Languages necessary to complete the course:**

Slovak, Czech (passive knowledge)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 112

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 42,86 | 0,0 | 25,0 | 12,5 | 8,04 | 6,25 | 5,36 |

**Lecturers:** prof. PhDr. Zuzana Malinovská, CSc., PhDr. Mojmír Malovecký, PhD., doc. Tivadar Palágyi, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde017/15 | Introduction to gender studies |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 418

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 75,36 | 0,0 | 7,42 | 7,18 | 3,35 | 2,39 | 4,31 |

**Lecturers:** Mgr. Veronika Valkovičová, PhD.

**Last change:** 03.09.2016

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde017/15 | Introduction to gender studies |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 418

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 75,36 | 0,0 | 7,42 | 7,18 | 3,35 | 2,39 | 4,31 |

**Lecturers:** Mgr. Veronika Valkovičová, PhD.

**Last change:** 03.09.2016

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde003/22 | Introduction to the History and Culture of Italy |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** 4 **per level/semester:** 52
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 4 hours per week lecture and seminar; total per semester 44 hours
Study method: combined (primary attendance)
Student workload:
Total 100 hours of student work: in-person teaching = 44 hours; elaboration of continuous tasks and related study of literature = 24 hours; test preparation = 32 hours.
Teaching methods: interpretation, explanation, discussion of the topic discussed, work with professional text, managed self-study

**Number of credits:** 4

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated on the basis of:
(a) ongoing tasks (aimed at deepening knowledge, developing communicative competence, presentation skills, working with professional literature) assigned during the semester, for which he can receive a total of 50 points;
(b) the final oral examination, for which he may receive 50 points. Credits will not be awarded to a student who earns less than 30 points from the final exam.
Evaluation of the oral examination:
• 45-50 points: the student is able to independently submit a comprehensive view of the selected topic of educational content, demonstrating, in addition to knowing the rich factual data, an understanding of the deeper contexts between them and being able to express his/her own opinion on partial questions; uses precise terminology when expressing
• 40-44 points: the student is able to provide a comprehensive view of the selected topic of educational content using the investigator's auxiliary questions, demonstrating, in addition to knowing the rich factual data, an understanding of the deeper context between them and being able to express his/her own opinion on partial questions; uses precise terminology when expressing
• 35-39 points: the student is able to give a partial view of the selected topic of educational content, demonstrating, in addition to knowing an adequate amount of factual data, he/she also demonstrates an understanding of the basic connections between them; he/she uses appropriate terminology when expressing

• 30-34 points: the student is able to provide a partial view of the selected topic of educational content using the investigator's auxiliary questions, demonstrating, in addition to knowing the basic factual data, the ability to point out the basic connections between them; uses appropriate terminology when expressing
• 20-29 points: the student cannot even use the investigator's auxiliary questions to give a partial view of the selected topic of educational content, the student knows the basic factual data and the basic connections between them, but does not use the appropriate terminology when expressing it
• 10-19 points: the student cannot even use the investigator's help questions to give a partial view of the selected topic of educational content, although he/she knows the basic factual data, but does not know the basic connections between them, does not use appropriate terminology when expressing
• 0-9 points: even the student cannot give a partial view of the selected topic of educational content using the investigator's auxiliary questions, because he/she does not know the basic factual data or the basic connections between them, he does not use the appropriate terminology when expressing.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The main objective of the course is to acquire basic knowledge about the historical and cultural realities of Italy.
After completing the subject, the student:
• can orientate in basic historical events and the development of culture in Italy from the earliest periods to the present day;
• explain the interrelationship between historical events and subsequent developments;
• is able to work with professional text in The Italian language at a basic level;
• has acquired a certain degree of competence of analytical and critical thinking;
• deepened your communicative competence, presentation skills as well as the ability to plan your studies.

**Class syllabus:**
• The physical, humane and economic geography of Italy.
• Prehistoric and antiquity on the Apennine Peninsula, historical events and cultural monuments.
• Roman Empire
• Middle Ages on the Apennine Peninsula – the emergence of states, republics and cities, historical events, personalities and cultural expressions.
• Humanism and the Renaissance – Florence and the Medici family in politics and art
• Classicism, Manierism, Baroque - Reformation and Anti-Reformation
• The Risorgimento movement and the unification of Italy
• From monarchy to republic, the period of fascism - literature, architecture, society

**Recommended literature:**
PROCACCI, G. 2010. Dejiny Itálie Praha: Lidové noviny 2010. 1. vyd. 3.dotl, 495 s. ISBN 978-80-7106-721-Atlante storico. Cronologia della storia universale dalle culture preistoriche ai giorni nostri. Milano: Garzanti 2003, 896 s. ISBN 9788811505327
NEW YEAR'S EVE, M. et col. Benvenuti in Italia. Viaggio nella storia, geografia, cultura e vita italiana. Vol. 1. Perugia: Guerra Edizioni 2005, 144 pp. ISBN 9788877156433

DOMOKOS, Gy. 2012. Alcuni manoscritti italiani nelle biblioteche ungheresi. In: STUDIA SCIENTIFICA FACULTATIS PAEDAGOGICAE UNIVERSITATIS CATHOLICAE IN RUZOMBEROK: 12 1 pp 125-134 (2012). ISSN 1336-2232
PALÁGYI, T. 2006. Comment peut-on être Latin au 13e siècle ? Témoignages de Georges Akropolitès. ANNUARIO DELL'ISTITUTO ROMENO DI CULTURA E RICERCA UMANISTICA DI VENEZIA: 8, p. 75-108. ISSN 1454-6620

**Languages necessary to complete the course:**
Slovak language, Czech language (passive knowledge), Italian, French language (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 57

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 42,11 | 0,0 | 33,33 | 19,3 | 0,0 | 1,75 | 3,51 |

**Lecturers:** prof. György Domokos, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde013/22 | Introduction to the Theory of Translation and Interpreting |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, preparation for discussion and group work on lessons = 22 hours
1 x 15.5 preparation of the presentation based on analyzed language data and studied literature
1 x 15.5 preparation of seminar work based on presentation
Teaching methods:
short presentations of teachers and students, analysis of selected issues, interview, case studies, group discussion

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Interim evaluation:
Students will prepare for each seminar by studying selected topics of recommended literature so that they can actively participate in discussions and group work and develop a mini seminar project during the first part of the semester. Their work on individual seminars is evaluated on the basis of self-reflection and self-evaluation through the learner's diary, which they submit after each seminar via an online form, feedback from the teacher (33 % of the evaluation). During the semester, students carry out their seminar project (they analyze a selected part of the professional literature, develop the theoretical and methodological background of the project) and present it in colloquial form (33 % of the evaluation) and in the form of seminar work (33 % of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),

Fx (59-0%, underperforming – extra work is required).
The final evaluation reflects the level of insight of the graduate in selected topics of translation and interpretation theory, with a primary focus on the current state of research in the discipline with special attention paid to translation pairs Romance language – Slovak language in both directions of translation and interpretation; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: The student is orientated on an excellent level in selected topics of translation and interpretation theory. It critically analyzes selected topics from a methodological and theoretical point of view, compares their thesis, interprets their didactic implications and their importance for teaching and learning Romance languages. In discussions, it can argue clearly and logically, support its arguments with knowledge gained during the seminar and use the relevant conceptual apparatus. It is able to design a seminar project, which is characterized by a high degree of theoretical and methodological consistency, analyze the selected issue on the basis of methodologies of current theory of translation and interpretation, and present its research in colloquial and written form.
Very good: The student is orientated on a very good level in selected topics of translation and interpretation theory. Critically analyzes selected topics from a methodological and theoretical point of view, can compare them with each other, interprets their didactic implications and their importance for teaching and learning Romance languages. In discussions, it is usually able to argue clearly and logically. He/she can explain any ambiguities and link his arguments with the knowledge gained during the seminar. It is able to design a seminar project, which is characterized by rigorous processing, analyze the selected issue based on the methodologies of the current theory of translation and interpretation and present its seminar project in colloquial and written form.
Good: The student focuses on selected topics of translation and interpretation theory. He/she analyzes selected topics from a methodological and theoretical point of view, compares them with each other, can mostly interpret their didactic implications and their importance for teaching and learning Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, although not always and uses the relevant conceptual apparatus. He/she is able to design a sufficiently high-quality seminar project, anchored in a well-defined theoretical and methodological framework, even if there are minor shortcomings, especially at the formal level, and present its seminar project in both colloquial and written form.
Satisfactory: The student focuses on selected topics of translation and interpretation theory. He/she is less active in the discussions, his/her arguments are partly based on general knowledge and his own experience, to a satisfactory extent they are linked to the knowledge gained during the seminar. He/she is able to design a seminar project enshrined in the theoretical and methodological apparatus of the theory of translation and interpretation, even if there are shortcomings at a formal or logical level. He/she can analyze selected topics based on the methodologies of translation and interpretation theory, although the presentation of the seminar project has formal shortcomings.
Sufficient: The student focuses on selected topics of translation and interpretation theory. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his own experience, their connection with the knowledge gained during the seminar is not always clear. He/she can design a research project enshrined in the theoretical and methodological apparatus of translation and interpretation theory, even if it presents shortcomings at a formal or logical level. The presentation of the seminar work has formal shortcomings.

**Learning outcomes:**
Educational objectives:
develop graduates' knowledge of selected topics of translation and interpretation theory, taking into account theory and research devoted to different approaches in the theory of translation and interpretation in the context of didactics of foreign (Romance) languages, acquisition of basic

concepts of translation and interpretation theory, basic knowledge of the most important basic thesis and developmental directions of the history of the theory of translation and interpretation, familiarization with personalities of domestic and foreign study of selected topics of Slovak and world theory of translation and interpretation, contextualization of translation and its place in national literature and culture, translation and interpretation as a didactic tool in the teaching of Romance languages and software tools and didacticization of translation.
Use this knowledge in practice by designing and implementing seminar work that is oriented to themes of translation theory and interpretation relevant to Romance language teachers (e.g. use of knowledge on translation and interpreting in the didacticization of translation as a tool in teaching and learning foreign (Romance) languages, use of software tools, etc.).
Educational outcomes:
Acquisition of a basic overview of modern trends in discipline with particular regard to contemporary translatology and didactics of foreign languages. By deepening theoretical professional translatological training in relation to its targeted use to teach and learn a foreign (Romance) language, it allows the student to better orientate himself/herself in practice. The future foreign language teacher is able to take advantage of individual trends in the theory of translation and interpretation and the latest developments in the didactics of Romance languages.

**Class syllabus:**

· Theory of translation and interpretation in the context of didactics of foreign (Romance) languages
· Basic concepts of translation and interpretation theory
· History of translation and interpretation theory
· Important domestic and foreign theorists of translation and interpretation
· Selected topics of Slovak theory of translation and interpretation
· Selected topics of world translation and interpretation theory
· Translation and its place in national literature and culture
· Translation and interpretation as a didactic tool in Romance language teaching
· Software tools and didactization of translation

**Recommended literature:**

During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
BEDNÁROVÁ, K. 2013. Dejiny umeleckého prekladu na Slovensku I. Bratislava: Veda. 304 s. ISBN 9788022413480.
BEDNÁROVÁ, K. 2015. Rukoväť dejín prekladu na slovensku I. Bratislava: Univerzita Komenského. 74 s. ISBN 978-80-223-3837-0.
BEDNÁROVÁ, K. 2015. Rukoväť dejín prekladu na slovensku II. Bratislava: Univerzita Komenského. 66 s. ISBN 978-80-223-3838-7.
HRDINOVÁ, E. M. 2018. Překlad jako didaktický nástroj ve výuce cizích jazyků. Olomouc: Univerzita Palackého v Olomouci. 142 s. ISBN 9788024452470.
KOVAČIČOVÁ, O. – KUSÁ, M. 2015. Slovník slovenských prekladateľov umeleckej literatúry 20. storočie (A - K). Bratislava: Veda. 512 s. ISBN 97880224142809.
KOVAČIČOVÁ, O. – KUSÁ, M. 2017. Slovník slovenských prekladateľov umeleckej literatúry 20. storočie (L - Ž). Bratislava: Veda. 512 s. ISBN 9788022416177.
KUSÁ, M. – RONDZIKOVÁ, N. 2021. Preklad vo vedách o človeku a dialóg kultúr. Bratislava: Veda. 119 s. ISBN 9788022418737.
MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. 1. vyd. Bratislava: Vydavateľstvo Michala Vaška. 148 s. ISBN 978-80-7165-842-9.
MOUNIN, G. 1999. Teoretické problémy překladu. Praha: Karolinum. 266 s. ISBN 807184733.

MÜGLOVÁ, D. 2018. Komunikácia, tlmočenie, preklad. Bratislava: Enigma. 440 s. ISBN 9788081330742.
VAJDOVÁ, L. 2014. Myslenie o preklade na Slovensku. Bratislava: Kalligram, Ústav svetovej literatúry SAV. 168 s. ISBN 9788081018688.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 42

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 64,29 | 0,0 | 9,52 | 11,9 | 2,38 | 2,38 | 9,52 |

**Lecturers:** PhDr. Mojmír Malovecký, PhD., doc. Mgr. Renáta Bojničanová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde013/22 | Introduction to the Theory of Translation and Interpreting |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week seminar; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 75 hours
11 x 2 hours of in-person teaching = 22 hours of in-person teaching
11 x 2 continuous home preparation for lessons, self-study, critical analysis of selected articles and chapters from recommended literature, preparation for discussion and group work on lessons = 22 hours
1 x 15.5 preparation of the presentation based on analyzed language data and studied literature
1 x 15.5 preparation of seminar work based on presentation
Teaching methods:
short presentations of teachers and students, analysis of selected issues, interview, case studies, group discussion

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Interim evaluation:
Students will prepare for each seminar by studying selected topics of recommended literature so that they can actively participate in discussions and group work and develop a mini seminar project during the first part of the semester. Their work on individual seminars is evaluated on the basis of self-reflection and self-evaluation through the learner's diary, which they submit after each seminar via an online form, feedback from the teacher (33 % of the evaluation). During the semester, students carry out their seminar project (they analyze a selected part of the professional literature, develop the theoretical and methodological background of the project) and present it in colloquial form (33 % of the evaluation) and in the form of seminar work (33 % of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),

Fx (59-0%, underperforming – extra work is required).
The final evaluation reflects the level of insight of the graduate in selected topics of translation and interpretation theory, with a primary focus on the current state of research in the discipline with special attention paid to translation pairs Romance language – Slovak language in both directions of translation and interpretation; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: The student is orientated on an excellent level in selected topics of translation and interpretation theory. It critically analyzes selected topics from a methodological and theoretical point of view, compares their thesis, interprets their didactic implications and their importance for teaching and learning Romance languages. In discussions, it can argue clearly and logically, support its arguments with knowledge gained during the seminar and use the relevant conceptual apparatus. It is able to design a seminar project, which is characterized by a high degree of theoretical and methodological consistency, analyze the selected issue on the basis of methodologies of current theory of translation and interpretation, and present its research in colloquial and written form.
Very good: The student is orientated on a very good level in selected topics of translation and interpretation theory. Critically analyzes selected topics from a methodological and theoretical point of view, can compare them with each other, interprets their didactic implications and their importance for teaching and learning Romance languages. In discussions, it is usually able to argue clearly and logically. He/she can explain any ambiguities and link his arguments with the knowledge gained during the seminar. It is able to design a seminar project, which is characterized by rigorous processing, analyze the selected issue based on the methodologies of the current theory of translation and interpretation and present its seminar project in colloquial and written form.
Good: The student focuses on selected topics of translation and interpretation theory. He/she analyzes selected topics from a methodological and theoretical point of view, compares them with each other, can mostly interpret their didactic implications and their importance for teaching and learning Romance languages. In discussions, he/she is usually able to argue clearly and logically. He/she can explain any ambiguities, although not always and uses the relevant conceptual apparatus. He/she is able to design a sufficiently high-quality seminar project, anchored in a well-defined theoretical and methodological framework, even if there are minor shortcomings, especially at the formal level, and present its seminar project in both colloquial and written form.
Satisfactory: The student focuses on selected topics of translation and interpretation theory. He/she is less active in the discussions, his/her arguments are partly based on general knowledge and his own experience, to a satisfactory extent they are linked to the knowledge gained during the seminar. He/she is able to design a seminar project enshrined in the theoretical and methodological apparatus of the theory of translation and interpretation, even if there are shortcomings at a formal or logical level. He/she can analyze selected topics based on the methodologies of translation and interpretation theory, although the presentation of the seminar project has formal shortcomings.
Sufficient: The student focuses on selected topics of translation and interpretation theory. He/she is less active in discussions, his/her arguments are mostly based on general knowledge and his own experience, their connection with the knowledge gained during the seminar is not always clear. He/she can design a research project enshrined in the theoretical and methodological apparatus of translation and interpretation theory, even if it presents shortcomings at a formal or logical level. The presentation of the seminar work has formal shortcomings.

**Learning outcomes:**
Educational objectives:
develop graduates' knowledge of selected topics of translation and interpretation theory, taking into account theory and research devoted to different approaches in the theory of translation and interpretation in the context of didactics of foreign (Romance) languages, acquisition of basic

concepts of translation and interpretation theory, basic knowledge of the most important basic thesis and developmental directions of the history of the theory of translation and interpretation, familiarization with personalities of domestic and foreign study of selected topics of Slovak and world theory of translation and interpretation, contextualization of translation and its place in national literature and culture, translation and interpretation as a didactic tool in the teaching of Romance languages and software tools and didacticization of translation.
Use this knowledge in practice by designing and implementing seminar work that is oriented to themes of translation theory and interpretation relevant to Romance language teachers (e.g. use of knowledge on translation and interpreting in the didacticization of translation as a tool in teaching and learning foreign (Romance) languages, use of software tools, etc.).
Educational outcomes:
Acquisition of a basic overview of modern trends in discipline with particular regard to contemporary translatology and didactics of foreign languages. By deepening theoretical professional translatological training in relation to its targeted use to teach and learn a foreign (Romance) language, it allows the student to better orientate himself/herself in practice. The future foreign language teacher is able to take advantage of individual trends in the theory of translation and interpretation and the latest developments in the didactics of Romance languages.

**Class syllabus:**

· Theory of translation and interpretation in the context of didactics of foreign (Romance) languages
· Basic concepts of translation and interpretation theory
· History of translation and interpretation theory
· Important domestic and foreign theorists of translation and interpretation
· Selected topics of Slovak theory of translation and interpretation
· Selected topics of world translation and interpretation theory
· Translation and its place in national literature and culture
· Translation and interpretation as a didactic tool in Romance language teaching
· Software tools and didactization of translation

**Recommended literature:**

During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
BEDNÁROVÁ, K. 2013. Dejiny umeleckého prekladu na Slovensku I. Bratislava: Veda. 304 s. ISBN 9788022413480.
BEDNÁROVÁ, K. 2015. Rukoväť dejín prekladu na slovensku I. Bratislava: Univerzita Komenského. 74 s. ISBN 978-80-223-3837-0.
BEDNÁROVÁ, K. 2015. Rukoväť dejín prekladu na slovensku II. Bratislava: Univerzita Komenského. 66 s. ISBN 978-80-223-3838-7.
HRDINOVÁ, E. M. 2018. Překlad jako didaktický nástroj ve výuce cizích jazyků. Olomouc: Univerzita Palackého v Olomouci. 142 s. ISBN 9788024452470.
KOVAČIČOVÁ, O. – KUSÁ, M. 2015. Slovník slovenských prekladateľov umeleckej literatúry 20. storočie (A - K). Bratislava: Veda. 512 s. ISBN 97880224142809.
KOVAČIČOVÁ, O. – KUSÁ, M. 2017. Slovník slovenských prekladateľov umeleckej literatúry 20. storočie (L - Ž). Bratislava: Veda. 512 s. ISBN 9788022416177.
KUSÁ, M. – RONDZIKOVÁ, N. 2021. Preklad vo vedách o človeku a dialóg kultúr. Bratislava: Veda. 119 s. ISBN 9788022418737.
MALOVECKÝ, M. 2011. Informačné technológie a umelecký preklad. 1. vyd. Bratislava: Vydavateľstvo Michala Vaška. 148 s. ISBN 978-80-7165-842-9.
MOUNIN, G. 1999. Teoretické problémy překladu. Praha: Karolinum. 266 s. ISBN 807184733.

MÜGLOVÁ, D. 2018. Komunikácia, tlmočenie, preklad. Bratislava: Enigma. 440 s. ISBN 9788081330742.
VAJDOVÁ, L. 2014. Myslenie o preklade na Slovensku. Bratislava: Kalligram, Ústav svetovej literatúry SAV. 168 s. ISBN 9788081018688.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 42

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 64,29 | 0,0 | 9,52 | 11,9 | 2,38 | 2,38 | 9,52 |

**Lecturers:** PhDr. Mojmír Malovecký, PhD., doc. Mgr. Renáta Bojničanová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde018/22 | Introduction to the study of German language |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily attendance).
Student workload: 11 x 2 hours of direct teaching = 22 hours; 10 hours preparation for direct teaching 28 hours preparation for continuous assessment, 40 hours preparation for examination. Total 100 hours of student work.
Teaching methods: expository (explanation of theoretical knowledge on the basics of Germanic linguistics, interactive lecture, discussion, interview, diagnostic and classification methods, etc.

**Number of credits:** 4

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
passing the midterm test: 50 points and the exam: 50 points (50/50).
During the semester, the midterm test will be aimed at verifying the knowledge of the specified subject areas. A maximum of 50 points (50%) will be possible on the test. There will be an examination in the examination period for which a total of 50 points (50%) can be obtained.
The marks will be awarded on a scale:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: excellent knowledge of basic linguistics and linguistic terminology, ability to link new knowledge and skills with previously acquired knowledge and skills, fluent speech, structured statements, excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid knowledge of basic linguistics and linguistic terminology, fluent speech with minor weaknesses, very good ability to think analytically and to formulate critical evaluative attitudes.
Good: average knowledge of basic linguistics and linguistic terminology, fluent speech with several weaknesses, limited ability to formulate evaluative critical attitudes.

Proficient: mastery of content and terminology with several deficiencies, basic mastery and understanding of issues and interpretive procedures, lacks scientific reasoning and the formulation of evaluative critical stances.
Inadequate: insufficient, no knowledge of course content, insufficient mastery of conceptual instrumentation.
Scale of assessment (preliminary/final): passing the midterm test: 50 points and the exam: 50 points (50/50).

**Learning outcomes:**
Learning objectives: to acquire basic knowledge in the field of general and Germanic linguistics as well as familiarity with professional linguistic terminology.
Learning outcomes: the graduate will gain a systematic overview of the most important linguistic and grammatical theories as well as an overview of the development of general and Germanic linguistics. The graduate will acquire the following transferable competences: analytical skills in dealing with the foundations of the various linguistic disciplines, the ability to think abstractly on the basis of the analysis of linguistic theories, reasoning in context by taking into account the relationships between the various linguistic sub-disciplines. The graduate is familiar with the foundations of individual linguistic disciplines and their basic terminology. In the course of further studies, the graduate will apply the acquired basic knowledge when working with linguistic material, achieving a basic level of basic orientation in linguistics, its subdisciplines and the specifics of language development.

**Class syllabus:**
Course outcomes of subject (content):
The development and history of the German language. The linguistic sign - a semiotic view. Sound sign - phonetics and phonology. Graphic sign - graphemics and orthography. Basic concepts of morphology - morphemes, categories, classification. Basic concepts of syntax - sentence articles, sentence types. Basic concepts of word formation - word-forming morphemes and word-forming processes. Basic concepts of lexicology - word meaning structure, meaning relations. History of general and Germanic linguistics. Linguistics as an interdisciplinary. Language and speech - nature, functions and forms of language. The content of the course contributes to the profile of the graduate, as the graduate should have a broad knowledge of the theories of the discipline of Germanic studies and the foundations of Germanic linguistics.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
ADAMCOVÁ, L. 1997. Linguistisches Grundwissen. Eine Einführung für zukünftige Deutschlehrer. Bratislava: Pedagogická fakulta Univerzity Komenského, 1997. 116 s. ISBN 80-88868-35-1
GROSS, H. 1990. Einführung in die germanistische Linguistik. 2. Aufl. München: Iudicium-Verl, 1990. 268 s. ISBN 3-89129-240-6
PITNER, K. 2016. Einführung in die germanistische Linguistik. 2. überarbeitete Aufl. Darmstadt: wbg Academic in Wissenschaftliche Buchgesellschaft (WBG), 2016. 195 s. ISBN-13: 978-3534267941
Recommended readings:
ADAMCOVÁ, L. 2005. Moderne Linguistik. Eine Propädeutik für Germanisten. 1. Aufl., Wien: Eidition Praesens, 2005. 209 s. ISBN 3-7069-0275-3
BUSCH, A./STENSCHKE, O. 2007. Germanistische Linguistik. Eine Einführung. 1. Aufl., Tübingen: Narr Verlag, 2007. 256 s. ISBN 978-3-8233-6288-3

GERGEL, P. 2018. Kollokationsprofil des Substantivs „Freundlichkeit. In: Studies in foreign language education 10., 1. vyd. Nümbrecht: Kirsch-Verlag, 2018. - S. 28 – 43. ISBN 978-3-943906-43-1.
GERGEL, P. 2014. Was nimmt man gewöhnlich "in Anspruch"? Zur Verbindbarkeit des Funktionsverbgefüges "in Anspruch nehmen". In: Philologia, roč. 24, č. 2 (2014), s. 27 – 40. ISSN 1339-2026

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 124

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 11,29 | 0,0 | 8,06 | 16,13 | 14,52 | 18,55 | 31,45 |

**Lecturers:** PaedDr. Peter Gergel, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde031/22 | Introduction to the study of German language - seminar |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendance).
Student's workload: 11 x 2 hours of direct teaching = 22 hours; 14 hours preparation of seminar work; 14 hours preparation for mid-term evaluation (report). Total 50 hours of student work.
Teaching methods: explanation, narration, interview, discussion, brainstorming, students' own work, work with Internet resources, practice, repetition

**Number of credits:** 2

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
During the semester, the student will prepare a visual presentation, present a paper, and prepare a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work are required. Points: active participation in the seminar: 30 points, preparation/presentation of a paper: 30 points, seminar paper: 40 points (100/0).
The grade is awarded on a scale of:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: Precise articulation of the intent and objectives of the paper/seminar paper, demonstration of excellent knowledge of the topic, clear, logical reasoning, ability to flexibly and promptly demonstrate theoretical knowledge through practical examples, nuanced language, correct use of technical terms, excellent composition, clear style and a minimum of grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard and the authorial plural, correct inclusion of bibliographical references in the text and in the index, etc.) ), excellent ability to independently present the results of the work and

to incorporate comments from the oral presentation of the paper, active participation in discussions, independent and group problem solving, own creative work during the semester.
Very good: solid treatment of the topic in relation to the objectives pursued, demonstration of good knowledge of the topic, logical structure of the thesis, logical argumentation, ability to demonstrate theoretical knowledge with practical examples, active participation in discussions, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard and the author's plural, correct inclusion of bibliographical references in the text and in the list, etc.), correct use of the author's plural and the author's plural. ), very good ability to present the results of the work independently and to incorporate comments from the oral presentation of the paper, independent and group problem solving and own work during the semester.
Good: Average treatment of the topic in relation to the stated objectives, logical reasoning, correct communication of arguments from secondary literature, demonstration of good knowledge, but the paper contains inaccurate and irrelevant facts in relation to the topic in places, mostly correct use of technical terms, some elements of composition present, prevalence of theoretical information over practical examples, grammatical, orthographic, stylistic level good, appropriate amount of literature taken into account, formally correct editing (observance of the citation standard and the author's plural, correct inclusion of bibliographical references both in the text and in the index, etc.), correctness of the citation standard and the author's plural ), good ability to independently present the results of the work and incorporate comments, participation in discussions, independent and group problem solving.
Satisfactory: Only a rough outline of the problem to be solved, apparently little knowledge related to the topic, imprecise presentation of arguments taken from secondary literature, the topic is treated mainly theoretically without implementation of practical examples, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, multiple grammatical, orthographic, and stylistic errors, use of little secondary literature, inaccuracies in adherence to citation standards, incorrect inclusion of bibliographic references in the text and/or in the list, minimal incorporation of comments from the oral presentation, infrequent participation in discussions, group problem solving throughout the semester.
Sufficient: Results treat the chosen topic superficially and without practical examples by mechanical reading from various sources, knowledge related to the topic is very weak, imprecise use of technical terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, inaccuracies in adherence to citation standards, incorrect inclusion of bibliographic references in the text and/or in the list, lack of ability to independently present theoretical knowledge in connection with practical applications, passive participation in discussions, group problem solving during the semester.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or inadequate preparation for seminars, major formal deficiencies, lack of participation in discussions and group work.
On the basis of the acquired knowledge, the graduate of the course cultivates his/her linguistic expression. In the eventual teaching profession, he/she will use the acquired knowledge and skills in the teaching of vocabulary in the teaching of German as a foreign language.
Scale of assessment (preliminary/final): During the semester, the student will prepare a visual presentation, present a paper, and prepare a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work are required. Points: active participation in the seminar: 30 points, preparation/presentation of a paper: 30 points, seminar paper: 40 points (100/0).

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:

Learning objectives: to acquire basic knowledge of general and Germanic linguistics, the most important linguistic levels and their basic conceptual apparatus.
Learning outcomes: the graduate of the course will become familiar with professional linguistic terminology and acquire the theoretical foundations. Theoretical knowledge can be developed and demonstrated by practical examples. In interaction, he/she will improve presentation and argumentation skills. By preparing for continuous assessment and seminar work, he/she will acquire self-study strategies.

**Class syllabus:**

Course outcomes of subject (content):
Language and speech. The position of the German language in the European context. Language as a construct. The linguistic feature and its characteristics. The process of communication. Components of communication. Important linguists. Phonetics and phonology. Morphology. Syntax. Lexicology - word formation, word meaning. Phraseology. Stylistics and Textual Linguistics. Anglicisms in the German language. On the basis of the acquired knowledge and skills, the graduate of the course is able to deal with individual linguistic disciplines in more detail.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
ERNST, P. 2011. Germanistische Sprachwissenschaft. Stuttgart: Facultas.wuv, 2011. 302 s. ISBN 978-3-8252-2541-4
MÜLLER, H.M. (Hg.). 2009. Arbeitsbuch Linguistik, Paderborn: Schöningh, 2009. 532 s. ISBN 978-3-8252- 2169-0
Recommended readings:
BUSCH, A./STENSCHKE, O. 2008. Germanistische Linguistik. Tübingen: Gunter Narr Verlag, 2008. ISBN 978-3-8233-6414-6
LÜDELING, A. 2013.Grundkurs Sprachwissenschaft. Stuttgart: Klett Verlag, 2013. 169 s. ISBN 978-3-12-939019-1

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 48

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 33,33 | 0,0 | 18,75 | 20,83 | 10,42 | 4,17 | 12,5 |

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde005/22 | Italian Language System 1. |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 4 **per level/semester:** 52
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 4 hours per week seminar, total per semester 44 hours
Study method: combined (primary attendance)
Student workload:
A total of 150 hours of student work of which: in-person teaching = 44 hours; preparing lessons = 44 hours; continuous study of literature = 22 hours; test preparation = 40 hours.
Teaching methods: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, managed self-study – task solving and assignments

**Number of credits:** 6

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The results of the student will be evaluated in the form of continuous evaluation of the work in the classroom, written tasks and the final examination from the theory and practical use of the language.
• The interim evaluation is 25%: 5% active participation in classroom activities; 20% ongoing homework on each topic. The fulfillment of the conditions for interim evaluation is not a condition for participation in the examination. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teaching and can, if justified, postpone the deadline for the handover of individual assignments.
• The final test represents 75 % of the evaluation. The examination consists of an oral theoretical part (25 %) and a written practical part (50 %). In order to successfully complete the course, it is necessary to obtain at least 60 % of the evaluation of the theoretical part and at least 60% of the evaluation of the practical part of the test.
Evaluation of the oral examination:
• 23-25 points: the student is able to independently give a comprehensive view of the selected topic of educational content, while in addition to knowing the rich factual data that he/she can illustrate using specific examples of use, he will also demonstrate an understanding of the deeper contexts between them; when expressing himself/herself, he/she uses the exact terminology he/she knows in both Italian and Slovak languages.
• 20-22 points: the student is able to provide a comprehensive view of the selected topic of educational content using the investigator's auxiliary questions, while demonstrating an understanding of the deeper contexts between them, in addition to knowing the rich factual data

that he/she can illustrate using specific examples of use; when expressing himself/herself, he/she uses precise terminology, which he/she speaks in both Italian and Slovak
• 17-19 points: the student can provide a partial view of the selected topic of educational content, demonstrating, in addition to knowing an adequate amount of factual data, an understanding of the basic context between them; can illustrate part of theoretical knowledge on examples; uses appropriate terminology when expressing in both Italian and Slovak
• 15-17 points: the student can provide a partial view of the selected topic of educational content using the investigator's auxiliary questions, demonstrating, in addition to knowing the basic factual data, the ability to point out the basic connections between them; on examples, he/she can illustrate part of theoretical knowledge; when expressing himself/herself, he/she uses appropriate terminology in both Italian and Slovak
• 10-14 points: the student cannot even give a partial view of the selected topic of educational content, the student knows the basic factual data and the basic connections between them, but does not use appropriate terminology when expressing or does not control it in both Italian and Slovak language
• 5-9 points: the student cannot even give a partial view of the selected topic of educational content by means of auxiliary questions of the examiner, although he/she knows the basic factual data, but does not know the basic connections between them, does not use appropriate terminology when expressing
• 0-4 points: the student cannot even use the auxiliary questions of the examiner to give a partial view of the selected topic of educational content, because he/she does not know the basic factual data or the basic connections between them, he does not use appropriate terminology when expressing.
The overall evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficientl — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to acquire basic knowledge of Italian language linguistics and to develop language competence.
After successful completion of the course, the student:
• has basic knowledge of the sound and grammatical structure of the language, with particular regard to the morphological system;
• he/she is orientated in linguistic disciplines dealing with individual language levels and mastering the relevant terminology;
• he/she is able to present theoretic knowledge of individual language phenomena in the form of a clear and orderly interpretation;
• theoretic knowledge of individual language phenomena can be applied in practice;
• has adequate linguistic competence (phonological, orthoepic, ortographic and grammatical).
Completion of the course contributes to the achievement of competencies such as: communicative competence, ability to observe detail, ability to observe detail, ability to analyze and synthesis, ability to plan and organize their studies, the ability to expand and update knowledge by self-study.

**Class syllabus:**
• Language as system – general characteristics.
• Sound structure – phonemic system (sounds and phonetics, vocal and consonant system), suprasegmental phenomena (accent, melody, intonation). Phonetics and phonology.

• Morphological structure – morphemic structure of the word, types of morphemes, word types. Morphology.
• Nouns – characteristics, distribution, grammatical categories.
• Adjectives – characteristics, distribution, grammatical categories, graduation.
• Determinants – characteristic, division.
• Definite and indefinite articles.
• Numerals – characteristic, distribution.
• Pronouns – characteristic, division.
• Adverbs – characteristic, division.
• Prepositions – characteristic, division.
• Interjections – characteristic, division.
• Verbs – characteristic, distribution, grammatical categories, tenses (regular and irregular forms).

**Recommended literature:**

During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.

CARBONI, G. 2011. Manuale professionale di dizione e pronuncia. Milano: Hoepli, 2011. 197 p. ISBN 978-88-203-4806-9.
SENSINI, M. 2005 La lingua e i testi. La riflessione sulla lingua, Arnoldo Mondadori Scuola, Milano, 560 p. ISBN: 9788824724777
DARDANO, M.; TRIFONE, P. 2001. Grammatica italiana con nozioni di linguistica. Bologna: Zanichelli, 2001. ISBN-13: 978-88-08-09384-4, ISBN: 88-08-09384-0
HAMPLOVÁ, S.: Mluvnice italštiny. Praha: Leda, 2004. 446 s. ISBN: 8073350416
HLUŠÍK, M.: Italian Grammar. Bratislava: Book – Partner 2001. 310 s. ISBN: 8088814278
SALVI, G., VANELLI L., 2004. Nuova grammatica italiana. Bologna. Il Mulino, 2004.368 p, ISBN: 978-88-15-09960-0
SOBRERO, A. A.A.- MIGLIETTA, A. 2009. Introduzione alla linguistica italiana. Bari, Laterza, 2009 263. p. ISBN-13: 978-88-420-7942-2, ISBN: 88-420-7942-1.
KLIMOVÁ, K. 2015. L'italiano e lo slovacco : capitoli di una comparazione linguistica; Rec. Massimo Arcangeli, Natalia Rusnáková. - 1. 1. - Banská Bystrica : Matej Bel University - Belianum, 2015. - 102 pp. ISBN 978-80-557-0950-5.
KLIMOVÁ, K. 2012 Questioni di aspetto verbale: un confronto tra italiano e slovacco - Rome : Aracne Editrice, 2012. - 176 pp. - ISBN 978-88-548-5344-7

**Languages necessary to complete the course:**

Italian and Slovak, Czech language (passive knowledge)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 83

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 26,51 | 0,0 | 24,1 | 18,07 | 14,46 | 8,43 | 8,43 |

**Lecturers:** prof. György Domokos, PhD., Mgr. Veronika Valchárová

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde008/22 | Italian Language System 2. |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 4 **per level/semester:** 52
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 4 hours per week seminar, total per semester 44 hours
Study method: combined (primary attendance)
Student workload:
A total of 150 hours of student work of which: in-person teaching = 44 hours; preparing homework = 44 hours; continuous study of literature = 22 hours; test preparation = 40 hours.
Methods of education: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, controlled self-study – solving tasks and assignments

**Number of credits:** 6

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The results of the student will be evaluated in the form of continuous evaluation of the work on the classroom, written tasks and the final examination from the theory and practical use of the language.
• The interim evaluation is 25%: and 5% participation in classroom activities; 20% development of ongoing homework on each topic. The fulfillment of the conditions for interim evaluation is not a condition for participation in the examination. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teaching and can, if justified, postpone the deadline for the handover of individual assignments.
• The final test represents 75 % of the evaluation. The examination consists of an oral theoretical part (25 %) and a written practical part (50 %). In order to successfully complete the course, it is necessary to obtain at least 60 % of the assessment of the theoretical and at least 60 % of the evaluation of each part of the practical part of the examination.
Evaluation of the oral examination:
• 23-25 points: the student is able to independently give a comprehensive view of the selected topic of educational content, while in addition to knowing the rich factual data that he/she can illustrate using specific examples of use, he/she will also demonstrate an understanding of the deeper contexts between them; uses precise terminology in both Italian and Slovak
• 20-22 points: the student is able to provide a comprehensive view of the selected topic of educational content using the investigator's auxiliary questions, while demonstrating an understanding of the deeper contexts between them, in addition to knowing the rich factual data

that he/she can illustrate using specific examples of use; uses precise terminology in both Italian and Slovak
• 17-19 points: the student can provide a partial view of the selected topic of educational content, demonstrating, in addition to knowing an adequate amount of factual data, an understanding of the basic context between them; can illustrate part of theoretical knowledge on examples; uses appropriate terminology in both Italian and Slovak
• 15-17 points: the student can provide a partial view of the selected topic of educational content using the investigator's auxiliary questions, demonstrating, in addition to knowing the basic factual data, the ability to point out the basic connections between them; on examples, he/she can illustrate part of theoretical knowledge; when expressing, he uses appropriate terminology in both Italian and Slovak
• 10-14 points: the student cannot even give a partial view of the selected topic of educational content, the student knows the basic factual data and the basic connections between them, but does not use the appropriate terminology when expressing or does not control it in both Italian and Slovak
• 5-9 points: the student cannot even give a partial view of the selected topic of educational content by means of auxiliary questions of the examiner, although he/she knows the basic factual data, but does not know the basic connections between them, does not use appropriate terminology when expressing
• 0-4 points: even with the help of the investigator's assistance questions, the student cannot give a partial view of the selected topic of educational content, because he/she does not know the basic factual data or the basic connections between them, he/she does not use appropriate terminology when expressing.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the subject is to acquire basic knowledge of Italian language linguistics and to develop language competence.
After successful completion of the course, the student:
• has basic knowledge of the grammatical and lexical system of the language, with particular regard to the morphosyntactic system;
• masters the relevant terminology;
• he/she is able to present theoretic knowledge of individual language phenomena in the form of a comprehensible and coherent interpretation;
• theoretic knowledge of individual language phenomena can be applied in practice;
• has adequate linguistic competence (ortographic and grammatical).
Completion of the course contributes to the achievement of competencies such as: communicative competence, ability to observe detail, ability to observe detail, ability to analyze and synthesis, ability to plan and organize their studies, the ability to expand their knowledge by self-study.

**Class syllabus:**
• Verbs – time and tense. Past tense system, consecutio temporum.
• Verbs – category of mood. Indicative, Imperative, Conditional and Subjunctive mood.
• Impersonal verb forms. Infinitive, participle and gerund constructions.

• Conjunctions – characteristics, distribution
• Syntax – subject of study, basic terminology (syntagma, sentence constituents, sentence, clauses, predicate, complements, modifiers, agreement, binding)
• Sentence Structure and types of Sentences
• Main clauses – subject and predicate; types of predicate
• Constituents of a noun phrase.
• Constituents of a verb phrase.
• Simple, compound and complex sentences, semi-predicative constrictions, types of compound and complex sentences, coordinating and subordinating conjunctions.
• Types of dependent clauses (noun clauses)
• Types of dependent clauses (adjective clauses)
• Types of dependent clauses (adverbial clauses expressing condition, reason, time, purpose, concession, consequence, comparison).
• Lexical system (types of words and phrases, lexical morphology)

**Recommended literature:**

During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.

DARDANO, M.; TRIFONE, P. 2001. Grammatica italiana con nozioni di linguistica. Bologna: Zanichelli, 2001. ISBN-13: 978-88-08-0 9384-4, ISBN: 88-08-09384-0
SALVI, G., VANELLI L., 2004. Nuova grammatica italiana. Bologna. Il Mulino, 2004.368 p, ISBN: 978-88-15-09960-0
GRAFFI, G., 1994. Le strutture del linguaggio. La sintassi. Bologna: Il Mulino, 1994. 392 p. ISBN: 8815043284
HAMPLOVÁ, S.: Mluvnice italtina. Prague: Leda, 2004. 446 s. ISBN: 8073350416
HLUŠÍK, M.: Italian Grammar. Bratislava: Book – Partner 2001. 310 s. ISBN: 8088814278
SENSINI, M. 1997. La grammatica della lingua italiana. Milano: Mondadori. 1997. 724 p. ISBN 88-04-46647-2.
TANTUCCI, V. 2003. Analisi logica. Bologna: Poseidonia, 2003. 223 p. ISBN 88-482-0001-X.
SEHNAL, R. 2020 Syntax of the Italian language. Simple sentence 1st part, 79 s., Vyd. UK in Bratislava, ISBN 978-80-223-4973-4
KLIMOVÁ, K. 2015. L'italiano e lo slovacco : capitoli di una comparazione linguistica; Rec. Massimo Arcangeli, Natalia Rusnáková. - 1. 1. - Banská Bystrica : Matej Bel University - Belianum, 2015. - 102 pp. ISBN 978-80-557-0950-5.
KLIMOVÁ, K. 2012 Questioni di aspetto verbale : un confronto tra italiano e slovacco - Rome : Aracne Editrice, 2012. - 176 pp. - ISBN 978-88-548-5344-7

**Languages necessary to complete the course:**

Italian and Slovak, Czech language (passive)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 59

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 38,98 | 0,0 | 15,25 | 18,64 | 11,86 | 10,17 | 5,08 |

**Lecturers:** doc. Mgr. Katarína Klimová, PhD., prof. György Domokos, PhD., Mgr. Veronika Valchárová

**Last change:** 30.10.2025

| |
|---|
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde002/22 | Language Activity in Interaction – Listening Comprehension in Italian Language |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: with half 50 hours of student work of which: in-person teaching = 22 hours; elaboration of continuous tasks = 28 hours
Teaching methods: activities aimed at increasing language competence with specific emphasis on working with spoken text and interaction in a foreign language, individual mentoring

**Number of credits:** 2

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
40 points: completing tasks in the classroom
60 points: developing ongoing homework.
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, the teacher may, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to activate the communication language competence with a focus mainly on listening comprehension and deepening responsibility for the development of one's own language competence.
Educational outcomes:

After successful completion of the course, the student:
• knows the descriptors of listening comprehension at A2-B1 level and reading skills and strategies with an understanding of the Common European Framework of Reference (CEFR);
• adopted strategies for listening to foreign-language spoken text and deepened the habit of daily contact with the Italian language.
In terms of language competence after graduation, the student can:
• understand longer speech and follow a complex line of argumentation, provided that the topic is sufficiently familiar to it;
• understand most tv news and current affairs programs;
• to understand samples from films in the literary language.
In terms of transferable capabilities, it will deepen its responsibility for the development of its language competences, as well as the ability to formulate and express its own opinion.

**Class syllabus:**
Common European Framework of Reference (CEFR): listening comprehension;
• Language activities and listening descriptors comprehension for A2-B1 level in the CEFR;
• Reading skills and strategies comprehension in the CEFR;
• Practical exercises aimed at listening to and analyzing authentic audio recordings with sequences from different areas.
• Activities aimed at listening to and analyzing recordings from the field of private life and education.
• Activities aimed at listening to and analyzing film, radio and television broadcasts.
• Activities aimed at listening to and analyzing the lecture.

**Recommended literature:**
BALBONI, P.E. 2015. Il BALBONI BI UNO. Corso comunicativo di italiano per stranieri. Torino: Loescher-Bonacci, 2015. ISBN 978882012838. (online 978885771929)
BALBONI, P.E. 2015. Il BALBONI BI DUE. Corso comunicativo di italiano per stranieri. Torino: Loescher-Bonacci, 2015. ISBN 978882012857. (online 978885771930)
IGNONE, A., PICHIASSI, M., 2013, Se ascoltando. Perugia: Guerra, 2013. 96 p. ISBN: 978-88-557-0231-7
COUNCIL OF EUROPE OF THE EUROPEAN UNION. 2017. Common European Framework of Reference for Languages. Bratislava: State Pedagogical Institute. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf (selected parts)

**Languages necessary to complete the course:**
Slovak language, Italian language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 71

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 47,89 | 0,0 | 16,9 | 14,08 | 9,86 | 2,82 | 8,45 |

**Lecturers:** prof. György Domokos, PhD., Mgr. Zuzana Tóth, Dr.phil, doc. Tivadar Palágyi, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde007/22 | Language Activity in Interaction – Oral Performance in Italian Language |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 14 hours elaboration of ongoing tasks; 14 hours individual work on the solution of assignment and independent study of professional literature. A total of 50 hours of student work.
Teaching methods: explaining, applying theoretical knowledge on practical examples, discussion, brainstorming, role-playing, working in small groups, didactic games.

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of tasks on individual topics during the semester and the ongoing evaluation of oral speech. The interim evaluation is 100 %: active participation in classroom activities 10 %; completion of ongoing tasks 50 %; oral evaluation 40%.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is the development of communicative language competence, specifically the development of productive linguistic activity in interaction – oral performance.
After successful completion of the course, the student
• is familiar with the descriptors of oral expression and interaction for level B1-B2, oral and interaction skills and strategies under the Common European Framework of Reference,

• masters pronunciation rules, grammar and vocabulary appropriately and engages in conversation on most general topics.
• speaks immediately and spontaneously, uses standard language and knows the means of non-verbal communication in Italian,
• is able to express ideas, feelings and facts in the Italian language, accurately express and clarify his/her ideas and opinions in the discussion, can argue and clearly outline the situation or problem and discuss the advantages or disadvantages of different solutions,
• communicates with native speakers and behaves in accordance with the social and cultural conventions of the language community,
• uses available materials in a separate study,
• gained the foundations for the future use of the acquired knowledge in teaching: he/she can perform exercises focused on oral expression, use various materials, prepare interesting activities.

**Class syllabus:**
• Common European Framework of Reference (CEFR): oral expression and interaction.
• Language activities and descriptors of oral expression and interaction for B1-B2 level in the CEFR.
• Communicative competences and processes of oral expression and interaction in the CEFR.
• Oral speech and interaction skills and strategies in the CEFR.
• Aspects of oral expression and interaction: pronunciation, immediacy and spontaneity, turnovers, standard language, nonverbal communication.
• Speech and interaction and in the classroom: student and group dynamics, teacher role, materials and activities, correction and evaluation.
• Practical tips for oral presentation: the basics of speech and rhetoric.
• Practical exercises to improve language competence.

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
CHIAPPINI, L., DE FILIPPO, N., Un giorno in Italia. Bologna, Loescher-Bonacci, 2015. 368 p. ISBN: 9788875733926 http://www.italiano-elledue.com/
FRANZI, T. – DAMELE, S. 2014. L'italiano per fare e per capire C.Pearson. 224 p. ISBN 978-887-952-1970.
IGNONE, A., PICHIASSI, M., 2013, Se ascoltando. Perugia: Guerra, 2013. 96 p. ISBN: 978-88-557-0231-7
COUNCIL OF EUROPE OF THE EUROPEAN UNION. 2017. Common European Framework of Reference for Languages. Bratislava: State Pedagogical Institute. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf
VOGHERA, M. Lingua parlata, Enciclopedia dell'italiano, 2010. https://www.treccani.it/enciclopedia/lingua-parlata_(Enciclopedia-dell'Italiano)/
Corpus KIParla (L'italiano parlato e chi parla italiano) https://kiparla.it

**Languages necessary to complete the course:**
Slovak and Italian

**Notes:**

**Past grade distribution**
Total number of evaluated students: 55

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 38,18 | 0,0 | 34,55 | 18,18 | 7,27 | 1,82 | 0,0 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, prof. György Domokos, PhD., doc. Tivadar Palágyi, PhD.

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|---|
| **Last change:** 30.10.2025 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde004/22 | Language Activity in Interaction – Reading Comprehension in Italian Language |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours a week exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 14 hours elaboration of ongoing tasks; 14 hours individual work on the solution of assignment and independent study of professional literature. A total of 50 hours of student work.
Teaching methods: explaining, applying theoretical knowledge on practical examples, working with text, discussion, working in small groups.

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of tasks on individual topics during the semester and a test during the semester. The interim evaluation is 100 %: active participation in classroom activities 10 %; elaborating ongoing written tasks 60 %; test 30 %.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
• After successful completion of the course, the student knows the reading descriptors with an understanding of A2-B1 reading skills and strategies with an understanding of the Common European Framework of Reference (CEFR).
• The student can work with different types of texts and can apply different reading techniques depending on the type and genre of text.

• The student is able to handle resources where information is provided so that reading is effective (print and electronic sources, dictionaries, etc.).
• He/she controls multiple reading methods: global, orientation, recreational, detailed, interpretative and analytical.
• He/she has gained the foundations for implementing non-acquired knowledge and skills in teaching according to his/her needs: he/she can select texts, perform exercises, after enjoying various materials, prepare interesting activities and get acquainted with the principles of pupil assessment.

**Class syllabus:**
• Reading literacy in foreign languages
• Common European Framework of Reference (CEFR): reading comprehension
• Language activities and reading descriptors comprehension for A2-B1 level in the CEFR
• Reading skills and strategies comprehension in the CEFR
• Type of text and reading technique depending on the type and genre of text
• Goals and readings: global, indicative, recreational, detailed, interpretative and analytical reading
• Practical exercises to implement updated knowledge and acquired skills in reading training with understanding
• Reading comprehension in the classroom: text selection, exercises, complementary materials, activities, correction and evaluation

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
COUNCIL OF EUROPE OF THE EUROPEAN UNION. 2017. Common European Framework of Reference for Languages. Bratislava: State Pedagogical Institute. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf
BALBONI, P.E. 2015. Il BALBONI BI UNO. Corso comunicativo di italiano per stranieri. Torino: Loescher-Bonacci, 2015. ISBN 978882012838. (online 978885771929)
BALBONI, P.E. 2015. Il BALBONI BI DUE. Corso comunicativo di italiano per stranieri. Torino: Loescher-Bonacci, 2015. ISBN 978882012857. (online 978885771930)
BATTAGLIA, G. 1990. Leggiamo e conversiamo. Roma : Bonacci, 1990. 224 p. ISBN 978-887-5730-703.
DEON, S. – FRANCINI, P. – TALAMO, A. 2001. Amor di Roma. Roma: Bonacci, 2001. 235 p. ISBN 88-7573-371-6.
FRANZI, T. – DAMELE, S. 2014. L'italiano per fare e per capire C. Pearson. 224 p. ISBN 978-887-952-1970.
CHIAPPINI, L., DE FILIPPO, N., Un giorno in Italia. Bologna, Loescher-Bonacci, 2015. 368 p. ISBN: 9788875733926
http://www.italiano-elledue.com/
IGNONE, A., PICHIASSI, M., 2013, Se ascoltando. Perugia: Guerra, 2013. 96 p. ISBN: 978-88-557-0231-7
TOMMASSINI, m.g. – DIACO M.F.2015. SPAZIO ITALIA. MANUALE 4. Torino: Loescher-Bonacci, 2015. ISBN 788820133511.
BALBONI, P.E. - DALOSIO, M. 2008. Civiltà Italia. Percorsi di civiltà e cultura italiana per stranieri. Giovani e adulti., Perugia: Guerra, 2008. 168 p. 978-88-557-0059-7
DE SAVORGNANI, G. 2016. Italia per stranieri. A2/C1 Firenze: Alma Edizioni, 2016. 144 p. ISBN 978-8861824249

**Languages necessary to complete the course:**
Slovak and Italian

**Notes:**

**Past grade distribution**
Total number of evaluated students: 57

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 50,88 | 0,0 | 21,05 | 15,79 | 3,51 | 5,26 | 3,51 |

**Lecturers:** doc. Tivadar Palágyi, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde010/22 | Language Activity in Interaction – Written Performance in Italian Language |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours a week exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 14 hours elaboration of ongoing tasks; 14 hours individual work on the solution of assignment and independent study of professional literature. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, methods of group teaching and cooperative learning, brainstorming, brainwriting, individual and work, didactic games

**Number of credits:** 2

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of tasks on individual topics during the semester and the ongoing test. The interim evaluation is 100 %: active participation in classroom activities, active participation in lessons is 10 %; 50 % solution and preparation of ongoing written tasks; test 40 %.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is the development of communication language competence, specifically the development of productive linguistic activity – written expression.
After successful completion of the subject, the student
• is familiar with the descriptors of the written speech for level B1 and B2, the skills and strategies of the written expression of the Common European Framework of Reference,

• knows the rules of spelling and punctuation in Italian and can apply them when writing texts, through practical exercises on vocabulary and grammar he/she has improved his/her written competence,
• can produce different kinds of texts: descriptive, narrative, exposure and argumentative
• is able to express thoughts, feelings, facts and opinions in writing in the Italian language,
• is able to synthesize content in Italian, evaluate information, express clearly on various topics, develop their ideas and supplement them with examples, systematically develop a description and presentation with highlighting the main ideas and giving details in writing,
• is able to handle information sources so that writing is effective,
• gained the basics for implementing the acquired knowledge and skills in teaching: he/she can carry out exercises focused on writing in a foreign language, use various materials, prepare interesting activities, get acquainted with the principles of text correction and evaluation of pupils.

**Class syllabus:**
• Common European Framework of Reference (CEFR): written speech
• Language activities and written speech descriptors for level B1 and B2 in the CEFR
• Communication competencies and processes of written expression in the CEFR
• Skills and strategies of written expression in the CEFR
• Typology of texts and individual genres
• Write descriptive, narrative, expository and argumentative text
• Practical vocabulary and grammar exercises to improve written competence
• Written speech in class: materials, activities, repair and evaluation

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
COUNCIL OF EUROPE OF THE EUROPEAN UNION. 2017. Common European Framework of Reference for Languages. Bratislava: State Pedagogical Institute. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf
BRAMBILLA, S., FOLISI, D. 2002. Laboratorio di scrittura. Materiali di lavoro con esercizi svolti. Milano: Vita e Pensiero. 192 p. 2002. ISBN: 9788834309599
BRUNI, F. –ALFIERI, G. – FORNASIERO, S. – TAMIOZZO, S. 1997. Manuale di scrittura e comunicazione. Per la cultura personale per la scuola per l'università. Bologna : Zanichelli, 1997. 438 .p. ISBN 978-88-08-17722-3.
CINI, L. 1998. Strategie di scrittura. Roma : Bonacci, 1998. 85 p. ISBN 88-7573-348-1.
FORNASIERO, S. – TAMIOZZO GOLDMAN, P. 2013. Scrivere l'italiano. Galateo della comunicazione e scritta. Bologna : Il Mulino, 2013. 185 p. ISBN 978-8815241788.
GROSSI, M.C. 2002. Scrivere in italiano. Milano : La Spiga languages, 2002. 158 p. ISBN 88-468-1191-7.
ROSSI, F., RUGGIANO, F., 2013. Scrivere in italiano. Dalla pratica alla teoria. Roma: Carocci, 2013. 436 p. ISBN: 9788843062720
CIGNETTI, L., FORNARA, S. Il piacere di scrivere. Guida all'italiano del terzo millennio. Roma: Carocci editore. ISBN: 8843086332.

**Languages necessary to complete the course:**
Slovak and Italian

**Notes:**

**Past grade distribution**
Total number of evaluated students: 41

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,54 | 0,0 | 9,76 | 7,32 | 14,63 | 4,88 | 4,88 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, doc. Mgr. Katarína Klimová, PhD., prof. György Domokos, PhD., Mgr. Alexandra Jasencová

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde017/22 | Language Exercises in Italian Language 1. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week exercise, total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; preparing continuous tasks = 11 hours; self-study = 17 hours
Teaching methods:
writing, working with spoken text, working with spoken text, creating written text, creating spoken text, discussion, practicing grammatical phenomena, exercises aimed at vocabulary development, managed self-study, individual mentoring

**Number of credits:** 2

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completing tasks in the classroom
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of acquisition of language competences
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

Scale of assessment (preliminary/final): The aim of the subject is to establish language competence at A1-A2 level in order to prepare for a more effective understanding and production of texts in the Italian language. Practice selected grammatical phenomena and expand student's vocabulary from selected areas.After successful completion of the course, the student is able to use the language independently in a limited frame of topics close to him/her. He/she can understand longer speech and written text in an area that is well known to him/her. He/she can have a routine conversation with native speakers on topics close to him/her. He/she can write a detailed text on a wider range of topics relating to his/her interests.

**Learning outcomes:**
The aim of the course is to consolidate language skills at the A1-A2 level in order to prepare students for more effective comprehension and production of texts in Italian. To practice selected grammatical phenomena and expand vocabulary in selected areas.
After successfully completing the course, students will be able to use the language independently in a limited range of topics familiar to them. They will be able to understand longer speeches and written texts in areas that are sufficiently familiar to them. They will be able to hold a normal conversation with native speakers on topics that are familiar to them. They will be able to write a detailed text on a wider range of topics related to their interests.

**Class syllabus:**
Comprehensive development of language activities in interaction (receptive, productive, interactive) with emphasis on oral expression in interaction and development of contextual grammar at A1-A2 level with links to topics: leisure, gastronomy, housing, etc.

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
CARRARA, E. 2008. UniversItalia esercizi. Firenze: Alma Edizioni, 2008, ISBN 978-88-8923-784-7.
MARIN, T. – MAGNELLI, S. 2010. Nuovo progetto italiano 2. Roma: Edilingua, 2010. 155p. ISBN 978-960-693-057-7.
MEZZADRI, M. – BALBONI,P.E. 2001.Rete! 2. Perugia: Guerra edizioni, 2001.256 p. ISBN 88-7715-526-4.
PIOTTI, D. – De SAVORGNANI, G. 2006. UniversItalia. Firenze: Alma Edizioni, 2006, ISBN 978-88-8923-781-6.
TOFFOLO, L.- MERKLINGHAUS, R. 2005. Allegro 3. Roma: Edilingua, 2005. 226 p. ISBN 978-960-6632-15-0.
TRIFONE, M. et al. 2008. Affresco italiano B1. Milano: Mondadori, 2008. 256 p. ISBN 978-88-00-20333-3.

**Languages necessary to complete the course:**
Slovak language, Italian language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 93

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 38,71 | 0,0 | 21,51 | 20,43 | 4,3 | 6,45 | 8,6 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, PaedDr. Matteo Verga

**Last change:** 30.10.2025

| |
|---|
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde020/22 | Language Exercises in Italian Language 2. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours a week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; preparing continuous tasks = 11 hours; self-study = 17 hours
Teaching methods:
writing, working with spoken text, working with spoken text, creating written text, creating spoken text, discussion, practicing grammatical phenomena, exercises aimed at vocabulary development, managed self-study, individual mentoring

**Number of credits:** 2

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completing tasks in the classroom
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of acquisition of language competences
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to acquire language competence at A2 level in order to prepare for a more effective understanding and production of texts in the Italian language. Practice selected grammatical phenomena and expand student's vocabulary from selected areas.
After successful completion of the subject, the student is able to communicate in most situations of everyday life. He/she can describe his/her experiences and events, dreams, hopes and ambitions and briefly justify and explain his/her views and plans. He/she understands the main ideas of a more complex text on both specific and abstract topics, including expert discussions in his/her specialization. He/she communicates appropriately correctly in known contexts; generally masters grammar well, although the influence of the mother tongue can be seen. Despite the mistakes he/she is making clear what he/she wants to make.

**Class syllabus:**
Comprehensive development of language activities in interaction (receptive, productive, interactive) with emphasis on oral expression in interaction and development of contextual grammar at A2 level and link to topics: daily activities, travel, meaning of Italian, art, etc.

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
CARRARA, E. 2008. UniversItalia esercizi. Firenze: Alma Edizioni, 2008, ISBN 978-88-8923-784-7.
DUSO, E.: Grammatica dell'italiano L2. Roma: Carocci editore. ISBN: 978-88-430-9263-5. (selected chapters)
MARIN, T. – MAGNELLI, S. 2010. Nuovo progetto italiano 2. Roma: Edilingua, 2010. 212 p. ISBN 978-960-693-057-7.
MEZZADRI, M. – BALBONI,P.E. 2001.Rete! 2. Perugia: Guerra edizioni, 2001.256 p. ISBN 88-7715-526-4.
NOCCHI, S. 2010. Grammatica pratica della lingua italiana. Firenze: Alma Edizioni, 2012. 280 p. ISBN 88 8861822479
PIOTTI, D. – De SAVORGNANI, G. 2006. UniversItalia. Firenze: Alma Edizioni, 2006, ISBN 978-88-8923-781-6.
TOFFOLO, L.- MERKLINGHAUS, R. 2005. Allegro 3. Roma: Edilingua, 2005. 226 p. ISBN 978-960-6632-15-0.
TRIFONE, M. et al. 2008. Affresco italiano B1. Milano: Mondadori, 2008. 256 p. ISBN 978-88-00-20333-3.
ZIGLIO, L., RIZZO, G. 2014. Nuovo Espresso 1, 2, 2. Corso di italiano. Firenze : Alma Edizioni, 2014, 240 p. EAN 9788861823181

**Languages necessary to complete the course:**
Slovak language, Italian language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 65

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 41,54 | 0,0 | 21,54 | 26,15 | 4,62 | 0,0 | 6,15 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, PaedDr. Matteo Verga

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde024/22 | Language Exercises in Italian Language 3. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; preparing continuous tasks = 11 hours; self-study = 17 hours
Teaching methods:
working with written text, working with spoken text, creating written text, creating spoken text, discussion, practicing grammatical phenomena, vocabulary development exercises, controlled self-study

**Number of credits:** 2

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completing tasks in the classroom
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of acquisition of language competences
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to acquire language competence at B1 level in order to prepare for a more effective understanding and production of texts in the Italian language. Practice selected grammatical phenomena and expand student's vocabulary from selected areas.
After successful completion of the subject, the student is able to use the language independently in his/her nearby topics. He/she is able to actively participate in the discussion on well-known topics. He/she can also write in writing to pass on information in support of or against a particular opinion.

**Class syllabus:**
Comprehensive development of language activities in interaction (receptive, productive, interactive) with emphasis on oral expression in interaction and development of contextual grammar at B1 level with links to topics: characteristics of real and not real persons, interpersonal relationships, health and lifestyle, world of work, etc.

**Recommended literature:**
DUSO, E.: Grammatica dell'italiano L2. Roma: Carocci editore. ISBN: 978-88-430-9263-5. (selected chapters)
MARIN, T. – MAGNELLI, S. 2010. Nuovo progetto italiano 2. Roma: Edilingua, 2010. 212 p. ISBN 978-960-693-057-7.
MEZZADRI, M. – BALBONI, P.E. 2001.Rete! 2. Perugia: Guerra edizioni, 2001.256 p. ISBN 88-7715-526-4.
TRIFONE, M. et al. 2011. Affresco italiano B2. Milano: Mondadori, 2011, ISBN 978-88-00-20849-9.
ZIGLIO, L., BALÍ, M. 2014. Nuovo Espresso 3. Corso di italiano. Firenze : Alma Edizioni, 2014, 264 p. EAN 788861823389

**Languages necessary to complete the course:**
Slovak language, Italian language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 34

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 23,53 | 0,0 | 20,59 | 38,24 | 8,82 | 5,88 | 2,94 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, PaedDr. Matteo Verga

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde028/22 | Language Exercises in Italian Language 4. |

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

**Type, volume, methods and workload of the student - additional information**
Recommended scope of teaching: exercise 2 hours a week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; elaboration of continuous tasks = 11 hours; self-study = 17 hours.
Teaching methods:
working with written text, working with spoken text, creating written text, creating spoken text, discussion, practicing grammatical phenomena, vocabulary development exercises, controlled self-study

**Number of credits:** 2

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completing tasks in the classroom
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of acquisition of language competences
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, insufficient – extra work required).

**Learning outcomes:**

The aim of the course is to acquire the linguistic competence of B2 in order to prepare for a more effective understanding and production of texts in the Italian language. Practice problematic grammatical phenomena and expand your vocabulary from selected areas.
Learning outcomes:
After successful completion of the course, the student understands the main ideas of complex text. He/she communicates at a level of fluency and spontaneity that allows him/her to have a normal conversation with native speakers without this being an increased effort for any participant in the interaction. He/she can produce a clear, detailed text on different topics and explain its position on topical topics, indicating the advantages and disadvantages of different options.

**Class syllabus:**
Comprehensive development of language activities in interaction (receptive, productive, interactive) with emphasis on oral expression in interaction and development of contextual grammar at B2 level with links to topics: sport, stereotypes, music, folk festivals, current social topics, etc.

**Recommended literature:**
PALLOTTI, G., CAVADI, G. Che storia! La storia italiana raccontata in modo semplice e chiaro. Torino: Bonacci editore. ISBN-13: 978-3125650442
TRIFONE, M. et al. 2011. Affresco italiano B2. Milano: Mondadori, 2011, ISBN 978-88-00-20849-9.
BALÍ, M., DEI, G. 2014. Nuovo Espresso 4. Corso di italiano. Firenze : Alma Edizioni, 2014, 192 p. EAN 9788861827165
Corpus KIParla https://kiparla.it
Currently authentic printed and audiovisual sources.

**Languages necessary to complete the course:**
Slovak language and Italian

**Notes:**

**Past grade distribution**
Total number of evaluated students: 17

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 52,94 | 0,0 | 11,76 | 29,41 | 0,0 | 0,0 | 5,88 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, doc. Tivadar Palágyi, PhD., PaedDr. Matteo Verga

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde034/22 | Language Exercises in Italian Language 5. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Teaching method: combined (primarily attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; preparing continuous tasks = 11 hours; self-study = 17 hours
Teaching methods:
working with written text, working with spoken text, creating written text, creating spoken text, discussion, practicing grammatical phenomena, vocabulary development exercises, controlled self-study

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completion of classroom tasks
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of acquisition of language competences
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to acquire linguistic competence at B2/C1 level in order to prepare for a more effective understanding and production of texts in the Italian language. Practice selected grammatical phenomena and expand student's vocabulary from selected areas.
After successful completion of the course, the student can understand certain types of demanding or longer texts. It can express itself spontaneously, although not always smoothly, and appropriately build on the contributions of other speakers. He/she is able to create a comprehensible, appropriately arranged text on more complex topics. He/she shows a relatively high degree of grammar control. He/she doesn't make mistakes that could cause misunderstandings, and he/she can correct most of his/her mistakes.

**Class syllabus:**
Comprehensive development of language activities in interaction (receptive, productive, interactive) with an emphasis on oral expression in interaction and development of contextual grammar at B2/C1 level with links to topics: mass media and modern technologies, education, economy, value world, etc.

**Recommended literature:**
MAZZETTI, A. et al. 2007. Nuovo qui Italia più. Milano: Mondadori, 2007, ISBN 978-88-00-20591-7.
TRIFONE, M. et al. 2010. Affresco italiano C1. Milano: Mondadori, 2010, ISBN 978-88-00-20850-5.
BALÍ, M., DEI, I. 2014. Nuovo Espresso 4. Corso di italiano. Firenze : Alma Edizioni, 2014, 192 p. EAN 9788861827165
DUSO, E.: Grammatica dell'italiano L2. Roma: Carocci editore. ISBN: 978-88-430-9263-5. (selected chapters)
FERRARI, A., LALA, L., ZAMPESE, L. Le strutture del testo scritto. Roma: Carocci, 2021. ISBN: 9788829004478

**Languages necessary to complete the course:**
Slovak language, Italian language

**Notes:**

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

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

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, doc. Mgr. Katarína Klimová, PhD., Mgr. Veronika Valchárová

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde036/22 | Language Exercises in Italian Language 6. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
A total of 50 hours of student work of which: in-person teaching = 22 hours; preparing continuous tasks = 11 hours; self-study = 17 hours
Teaching methods:
working with written text, working with spoken text, creating written text, creating spoken text, discussion, practicing grammatical phenomena, vocabulary development exercises, controlled self-study

**Number of credits:** 2

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completion of classroom tasks
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of acquisition of language competences
Attendance at the class is compulsory. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to acquire the linguistic competence of C1.1 in order to prepare for the understanding and production of demanding texts in the Italian language. Practice problematic grammatical phenomena and consolidate vocabulary from selected areas.
After successful completion of the course, the student is able to understand a wide range of demanding, longer texts and recognize their implicit meanings. He/she can express himself/herself fluently and spontaneously without too obvious searching for expressions. He/she is able to use the language flexibly. He/she can create clear, well-organized and detailed text on complex topics.

**Class syllabus:**
Comprehensive development of language activities in interaction (receptive, productive, interactive) with an emphasis on oral expression in interaction and development of contextual grammar at C1.1 level with links to topics such as employment, social problems, environment, culture, etc.

**Recommended literature:**
MAZZETTI, A. et al. 2007. Nuovo qui Italia più. Milano: Mondadori, 2007, ISBN 978-88-00-20591-7.
TRIFONE, M. et al. 2010. Affresco italiano C1. Milano: Mondadori, 2010, ISBN 978-88-00-20850-5.
MASSEI, G., BELLAGAMBA, R. 2014. Nuovo Espresso 5. Corso di italiano. Firenze : Alma Edizioni, 2014, 192 p. EAN 9788861827479
DUSO, E.: Grammatica dell'italiano L2. Roma: Carocci editore. ISBN: 978-88-430-9263-5. (selected chapters)
TOTH, Z.: Tense and aspect in Italian interlanguege. Boston v Berlin: De Gruyter. https://doi.org/10.1515/9783110626490 (Chapter 3)

**Languages necessary to complete the course:**
Slovak, Italian, English (passive)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 1

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

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, PaedDr. Matteo Verga

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde001/22 | Language seminar (Orthography) |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
2 hours per week, seminar, combined form (primarily attendance).
Student workload: 11 x 2 hours of direct teaching = 22 hours; 8 hours of seminar preparation; 10 hours of report preparation; 10 hours of test preparation. Total 50 hours of student work.
Teaching methods: exposition (description and explanation of the rules of German spelling), fixation (repetitive exercises, homework and dictations, games), diagnostic and classification (written exams and didactic tests).

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
assessment (paper, final test - 100/0)
The basis for the assessment is the paper and the final test. Students must pass both in order to receive a grade. The student will receive a maximum of 50 points for the paper and a maximum of 50 points for the final test.
Rating scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average level), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required).
Excellent: The student has mastered the rules of German spelling and can explain them, recognizes errors and corrects them. The student is able to apply the acquired knowledge in different contexts.
Very good: The student as mastered the rules of German spelling, can explain and apply them with very few errors in different contexts, recognizes most errors and can correct them
Good: The student has understood the rules of German spelling, can reproduce and apply them with minor errors, can recognize and correct many errors made by others
Satisfactory: The student has only partially understood the rules of German spelling, repeatedly make mistakes when applying them. Errors made by others are only partially recognized and corrected.

Satisfactory: The rules of German spelling were only insufficiently understood and gross errors occur in the implementation; the errors of others are also hardly recognized and can only rarely be corrected.
Sufficient: sufficient treatment of the topic, minimal or no knowledge of the scientific context, a large number of orthographic, stylistic errors.
Scale of assessment (preliminary/final): assessment (paper, final test - 100/0)The basis for the assessment is the paper and the final test. Students must pass both in order to receive a grade. The student will receive a maximum of 50 points for the paper and a maximum of 50 points for the final test.

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Learning objectives: The students learn the German orthography as a basic requirement for the correct reception and production of different types of texts. The Orthographic competence is promoted. The students know the spelling rules, the correct spelling of words and the rules of punctuation and can reproduce them in exercises, dictations and texts as well as present them in detail and explain them with examples. The students have a sufficiently correct command of spelling and punctuation, but they can occasionally show influences of the mother tongue. They can recognize most of their own and others' mistakes and correct them.

**Class syllabus:**
Course outcomes of subject (content):
New German spelling, its history, characteristics - basic principles, comparison with old spelling, s/ss/ß. Writing words with a consonant, special cases in the new German spelling, word division, writing foreign words, writing words together and separately, writing words with a hyphen, writing words with a capital initial letter, writing words with a small initial letter as well as punctuation are practiced. Repetition exercises, tests and dictations are aimed at consolidating the acquired knowledge.
According to the profile, the graduate has oral and written communication skills, which undoubtedly include competence in orthography.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
Duden. Die deutsche Rechtschreibung. Mannheim: Verlag Duden, 2020. 1296 s. ISBN 978-3-411-04018-6
Recommended readings:
https://www.duden.de/sprachwissen/rechtschreibregeln
HAAS, CH./MENZEL, W. 2007. Rechtschreibung – leicht gemacht!. München: Compact Verlag, 2007. 147 s. ISBN 978-3-8174-7714-2
SCHIEMANN E./BÖLCK M. 2008. Hören, sprechen, richtig schreiben. Stuttgart: Schmetterlin, 2008. 186 s. ISBN 3-89657-805-7

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 53

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 24,53 | 0,0 | 26,42 | 15,09 | 26,42 | 1,89 | 5,66 |

**Lecturers:** Elisabeth Oberlerchner

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

# COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde020/22 | Language seminar I. |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendance).
Student's workload: 11 x 2 hours of direct instruction = 22 hours; 10 hours of homework; 8 hours of essay preparation; 10 hours of final test preparation. Total 50 hours of student work.
Teaching methods: exposition (description, explanation and conversation, individual work using various techniques), fixation (repetitive exercises, homework, games), diagnostic and classification (written exams and didactic tests).

**Number of credits:** 2

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
assessment (essay, final test - 100/0)
The essay and the final test must be handed in for assessment. Both must be passed to receive a passing grade. The student will receive a maximum of 50 points for the essay and a maximum of 50 points for the final test.
Rating scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average level), C (80-73%, good - normal reliable work), D (72-66% , satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required).
Excellent: The student masters the acquired linguistic means and can apply them in the four skills and different contexts.
Very good: The student masters the acquired linguistic means and can apply them with very few errors in the four skills and different contexts.
Good: The student can use the learned linguistic means with minor errors in most contexts and language skills.
Satisfactory: The linguistic means covered are frequently used incorrectly and can only be transferred to other contexts or language skills to a limited extent.
Sufficient: The linguistic means covered can only be used with gross errors, transfer to other contexts or language skills is hardly possible.
Scale of assessment (preliminary/final): assessment (essay, final test - 100/0)

**Learning outcomes:**
The class aims to develop students' communication skills: different topics are discussed, linguistic means are learned and applied, specific vocabulary based on the given topic is acquired, and relevant grammar rules are repeated, and all four skills are practiced. The students can understand the main ideas of complex texts on both concrete and abstract topics; can communicate spontaneously and fluently in order to have a normal conversation with native speakers without much effort on either side; can express themselves clearly and in detail on a wide range of topics, explain their opinion on a topical issue and present arguments and counterarguments for or against a particular point of view.

**Class syllabus:**
Practising basic language skills: reading, listening, speaking, writing, using a variety of exercises on the above topics. Reading comprehension: note-taking and key-word formation, questioning, formulating answers and appropriate reasoning. Strategies for reading a foreign language text are practised: first reading, gathering background information, key words, questions, intensive reading and structuring of the text and other strategies. The competences of writing foreign language texts are developed: selecting a topic, collecting material, sorting, organising and structuring the text, formulating ideas. In the area of narrative, free narration on a selected topic as well as appropriate argumentation are practised.
Graduates of the course are able to communicate fluently in German in a variety of situations at an appropriate level and have acquired communication skills in oral and written form.

**Recommended literature:**
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
KOITHAN, U./SCHMITZ, H./SIEBER, T./SONNTAG, R. 2015. Aspekte neu. Mittelstufe Deutsch. Teil 1. München: Klett-Langenscheidt, 192 s. ISBN 978-3-12-605027-2
Grammatik aktiv. Verstehen. Üben. Sprechen. 2017. Berlin: Cornelsen 2017. 312 s. ISBN 978-3-06-021482-2 alebo aktuálne učebné materiály na úrovni B2.
Recommended readings:
BUSCHA A./SZITA S. B-Grammatik. Leipzig: Schubert. 266 s. ISBN 3941323105
články z tlače, internetu. [online] [citované 26/11/2021]. Dostupné na:
slovníky – dvojjazyčné a výkladové

**Languages necessary to complete the course:**
German, Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 82

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 26,83 | 0,0 | 26,83 | 20,73 | 4,88 | 1,22 | 19,51 |

**Lecturers:** Elisabeth Oberlerchner

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde021/22 | Language seminar II. (receptive competences in German language) |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendance).
Student workload: 11 x 2 hours of direct instruction = 22 hours; 22 hours; 8 hours of homework; 10 hours of preparation for project work; 10 hours of preparation for final test. Total 50 hours of student work.
Teaching methods: exposition (description, explanation and conversation, individual work using various techniques), fixation (repetitive exercises, homework, games), diagnostic and classification (written exams and didactic tests).

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
assessment (project, final exam – 100/0)
The basis of the assessment is a project and a final exam. The students have to pass both to complete the course. The student will receive a maximum of 50 points for the project and a maximum of 50 points for the final test.
Rating scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average level), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required).
Excellent: The student understands and responds appropriately to a wide range of authentic listening and reading material.
Very good: The student understands and responds appropriately to a wide range of authentic listening and reading texts with few minor uncertainties.
Good: The student understands and responds to many authentic listening and reading texts with minor difficulty.
Satisfactory: The student understands authentic listening and reading texts only with some difficulty and finds it hard to react appropriately.

Sufficient: The student understands authentic listening and reading texts only with great difficulty and hardly reacts to them.
Insufficient: the student does not understand authentic listening texts
Scale of assessment (preliminary/final): assessment (project, final exam – 100/0)

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
The students understand standard language spoken in direct contact and in the media as they normally encounter it in private, social, professional, or educational life. They understand longer speeches and talks and are able to follow complex lines of argument if reasonably familiar with the topic. They understand TV news and reports, interviews, and most films if standard language is spoken. Students can read articles and reports on current topics and problems and understand contemporary literary prose. They can read independently, adapt reading style and speed to different texts and purposes, and use appropriate reference works. They have a large reading vocabulary but may have difficulty with less frequently used phrases. Students can use a variety of listening and reading strategies to ensure comprehension, including listening for key words and using clues from the context.

**Class syllabus:**
Course outcomes of subject (content):
Strategies for reading and listening comprehension, practicing different types of reading. Graduates of the course are able to read fluently in German in a variety of specific situations and have acquired oral and written communication skills in reading and listening comprehension.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
BILLINA, A. 2019. Lesen und Schreiben B2. München: Hueber Verlag, 2019. 144 s. ISBN 978-3-19-597493-6 or up-to-date teaching materials at B2 level.
Recommended readings:
articles from the press, internet, dictionaries - bilingual and explanatory

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 44

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 29,55 | 0,0 | 25,0 | 27,27 | 13,64 | 0,0 | 4,55 |

**Lecturers:** Elisabeth Oberlerchner

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KNJL/B-NEMde022/22 | **Course title:**<br>Language seminar III. (productive competences in German language) |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
2 hours per week, seminar, combined form (primarily attendence).
Student workload: 11 x 2 hours of direct instruction = 22 hours; 10 hours of home preparation; 8 hours of essay preparation; 10 hours of final test preparation. Total 50 hours of student work.
Teaching methods: exposition (description, explanation and conversation, individual work using various techniques), fixation (repetitive exercises, homework, games), diagnostic and classification (written exams and didactic tests).

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
assessment (written composition, final test - 100/0)
In order to receive a grade, students must submit a written composition and pass the final test. Both must be passed to receive a passing grade. The student will receive a maximum of 50 points for the essay and a maximum of 50 points for the final test.
Rating scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average level), C (80-73%, good - normal reliable work), D (72-66% , satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required).
Excellent: The student masters the acquired linguistic means and can apply in speaking and writing in different contexts.
Very good: The student masters the acquired linguistic means and can apply in speaking and writing with very few errors in different contexts.
Good: The student can use the learned linguistic means with minor errors in speaking and writing in most contexts.
Satisfactory: The students make frequent errors in reading and writing and the covered contents can only partially be transferred to other contexts.
Sufficient: The students make gross errors in reading and writing, a transfer of covered contents to other contexts is hardly possible

Scale of assessment (preliminary/final): assessment (written composition, final test - 100/0)

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:
The students have mastered the principles of text production in speaking and writing. The students can communicate spontaneously and fluently in order to have a normal conversation with a native speaker. They can take an active part in discussions on familiar topics, justifying and defending their views. They can express themselves clearly and in detail on a wide range of topics, explain ideas, discuss issues and build their arguments logically. The students can write detailed texts on various topics related to their field of interest. In an essay or report they can provide information or present arguments and counterarguments for or against a particular point of view. They can write clear and coherent descriptions of real or fictional events and experiences.

**Class syllabus:**

Course outcomes of subject (content):
Strategies for text production, discussion, argumentation on current social issues. Graduates of the course are able to communicate in German in a variety of specific situations at an appropriate professional level through the production of their own texts and have acquired oral and written communication skills in the production of written and oral communications

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
BETZ, U.J/BILLINA, A. 2019. Hören & Sprechen B2. München: Hueber Verlag, 2019. 160 s. ISBN 978-3-19-717493-8 alebo aktuálne učebné materiály na úrovni B2.
Recommended readings:
REININGER, D. 2009. "Aber biografisch, das bin ich selbst!“. Mündliches biografisches Erzählen als Unterrichtsaktivität im zweit- und fremdsprachlichen Deutschunterricht mit Erwachsenen. Innsbruck: studienVerlag, 2009. 328 s. ISBN 3706548038
SCHREITER, I. 2002. Schreibversuche. Kreatives Schreiben bei Lernern des Deutschen als Fremdsprache. Themenvorschläge, Arbeitsempfehlungen und viele authentische Beispiele für phantasievolle Texte. München: iudicium, 2002. 235 s. ISBN 3891297343
WOLFRUM, J. 2010. Kreativ schreiben. Gezielte Schreibförderung für jugendliche und erwachsene Deutschlernende (DaF/DaZ). Ismaning: Hueber Verlag, 2010. 184 s. ISBN 3190417512

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 19

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 42,11 | 0,0 | 26,32 | 15,79 | 5,26 | 10,53 | 0,0 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KNJL/B-NEMde022/22 | **Course title:**<br>Language seminar III. (productive competences in German language) |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Type, volume, methods and workload of the student - additional information**<br>Type of activities, scope (number of hours) and methods of educational activities:<br>2 hours per week, seminar, combined form (primarily attendence).<br>Student workload: 11 x 2 hours of direct instruction = 22 hours; 10 hours of home preparation; 8 hours of essay preparation; 10 hours of final test preparation. Total 50 hours of student work.<br>Teaching methods: exposition (description, explanation and conversation, individual work using various techniques), fixation (repetitive exercises, homework, games), diagnostic and classification (written exams and didactic tests). | |
| **Number of credits:** 2 | |
| **Recommended semester:** 4. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Course completion requirements:<br>assessment (written composition, final test - 100/0)<br>In order to receive a grade, students must submit a written composition and pass the final test. Both must be passed to receive a passing grade. The student will receive a maximum of 50 points for the essay and a maximum of 50 points for the final test.<br>Rating scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average level), C (80-73%, good - normal reliable work), D (72-66% , satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required).<br>Excellent: The student masters the acquired linguistic means and can apply in speaking and writing in different contexts.<br>Very good: The student masters the acquired linguistic means and can apply in speaking and writing with very few errors in different contexts.<br>Good: The student can use the learned linguistic means with minor errors in speaking and writing in most contexts.<br>Satisfactory: The students make frequent errors in reading and writing and the covered contents can only partially be transferred to other contexts.<br>Sufficient: The students make gross errors in reading and writing, a transfer of covered contents to other contexts is hardly possible | |

Scale of assessment (preliminary/final): assessment (written composition, final test - 100/0)

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:
The students have mastered the principles of text production in speaking and writing. The students can communicate spontaneously and fluently in order to have a normal conversation with a native speaker. They can take an active part in discussions on familiar topics, justifying and defending their views. They can express themselves clearly and in detail on a wide range of topics, explain ideas, discuss issues and build their arguments logically. The students can write detailed texts on various topics related to their field of interest. In an essay or report they can provide information or present arguments and counterarguments for or against a particular point of view. They can write clear and coherent descriptions of real or fictional events and experiences.

**Class syllabus:**

Course outcomes of subject (content):
Strategies for text production, discussion, argumentation on current social issues. Graduates of the course are able to communicate in German in a variety of specific situations at an appropriate professional level through the production of their own texts and have acquired oral and written communication skills in the production of written and oral communications

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
BETZ, U.J/BILLINA, A. 2019. Hören & Sprechen B2. München: Hueber Verlag, 2019. 160 s. ISBN 978-3-19-717493-8 alebo aktuálne učebné materiály na úrovni B2.
Recommended readings:
REININGER, D. 2009. "Aber biografisch, das bin ich selbst!“. Mündliches biografisches Erzählen als Unterrichtsaktivität im zweit- und fremdsprachlichen Deutschunterricht mit Erwachsenen. Innsbruck: studienVerlag, 2009. 328 s. ISBN 3706548038
SCHREITER, I. 2002. Schreibversuche. Kreatives Schreiben bei Lernern des Deutschen als Fremdsprache. Themenvorschläge, Arbeitsempfehlungen und viele authentische Beispiele für phantasievolle Texte. München: iudicium, 2002. 235 s. ISBN 3891297343
WOLFRUM, J. 2010. Kreativ schreiben. Gezielte Schreibförderung für jugendliche und erwachsene Deutschlernende (DaF/DaZ). Ismaning: Hueber Verlag, 2010. 184 s. ISBN 3190417512

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 19

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 42,11 | 0,0 | 26,32 | 15,79 | 5,26 | 10,53 | 0,0 |

**Lecturers:** Elisabeth Oberlerchner

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde023/22 | Leisure time education |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class.
Semester work: consists of a creative assignment for 40b (20+20). It includes an electronic portfolio - a plan of experiential activities in the context of leisure education based on a set structure (20b) and its presentation or application of the created activities in the classroom (20b).
Intermediate assessment 2: consists of a test of the acquired knowledge, namely a knowledge test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of continuous assignments, excellent professional knowledge and its application in problem solving, excellent orientation to leisure issues, excellent communication skills, responsibility and timely completion of assignments, and exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach to developing ongoing assignments using a model, above average expertise and application of that expertise to problem solving assignments using consultation, above

average orientation to leisure issues, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop ongoing assignments using the assigned template, good professional knowledge and its application in problem solving in a group or with the assistance of the instructor, good orientation to leisure issues, good communication skills, completion of assignments, average activity in class during the semester as prompted by the instructor.
At least 66 points for a grade D. For this grade, the student is expected to demonstrate: the ability to develop ongoing assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to leisure issues, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal vocational knowledge, basic/minimal orientation to leisure issues, basic communication skills, completion of assignments.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning objectives and outcomes:
By completing the subject Leisure time in education, the student should:
- to know the content of leisure time pedagogy as a scientific discipline: functions, goals and requirements, areas of leisure time education,
- to know the subjects of leisure education and their importance in influencing the leisure time of an individual in society in a meaningful way,
- to be able to apply the acquired knowledge in the creation of leisure activities,
- to be able to create a plan for an activity of interest and to be able to apply it through practical tasks,
- be able to present their creative output to a group,
- be able to justify the appropriateness of the choice of didactic categories in the interest activity plan,
- understand the importance of leisure as a fundamental value in human life.
Transferable competences: the student strengthens soft skills such as communication skills through creative tasks on the course, digital skills - the student realizes the creation of a website as an e-portfolio with the use of feedback, interpersonal skills within the group - activation in the group, taking the initiative and responsibility.

**Class syllabus:**
Brief outline of the course:
The Leisure time in educationis intended to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and which are necessary in the targeted education of children, youth and adults. The Leisure time in educationcourse clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.
Topics:
Basic concepts of leisure pedagogy. Objectives of leisure education. Didactic process of leisure education and the creation of a plan of activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and

leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of education and training in leisure time. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

**Recommended literature:**

NOVOTNÁ, E. (2017). Pedagogika voľného času. Teória výchovy mimo vyučovania vo voľnom čase. Rokus: Prešov. 224s. ISBN 978-80-89540-58-0
ZELINOVÁ, M. (2007). Hry pro rozvoj emocí a komunikace. Koncepce a model tvorivěhumanistické výchovy. Portál: Praha, 2007. 139s. ISBN 978-80-7367-197-6 (e-kniha)
Recommended reading:
JASLOVSKÁ, B., KOLDEOVÁ, L. (v tlači). Voľný čas v práci učiteľa a ďalších pedagogických profesií. Kapitola v metodickom materiáli k Stáži A, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
JASLOVSKÁ, B., STRAKOŠ, J. (v tlači). Profesijný rast učiteľa: formálne a neformálne vzdelávanie, informálne učenie sa. Kapitola v metodickom materiáli k Stáži B, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
KRATOCHVÍLOVÁ, E. (2010). Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Trnava: Typii Universitatis Tyrnaviensis, VEDY. 356 s. ISBN 978-80-8082-330-6
ZELINOVÁ, M. (2012). Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Bratislava: Iura Edition, 146s. ISBN 978-80-8078-479-9

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 1530

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 43,14 | 0,0 | 24,25 | 13,4 | 8,76 | 4,05 | 6,41 |

**Lecturers:** PaedDr. Eva Labudová, PhD., prof. PaedDr. Ján Danek, CSc.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde023/22 | Leisure time education |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class.
Semester work: consists of a creative assignment for 40b (20+20). It includes an electronic portfolio - a plan of experiential activities in the context of leisure education based on a set structure (20b) and its presentation or application of the created activities in the classroom (20b).
Intermediate assessment 2: consists of a test of the acquired knowledge, namely a knowledge test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of continuous assignments, excellent professional knowledge and its application in problem solving, excellent orientation to leisure issues, excellent communication skills, responsibility and timely completion of assignments, and exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach to developing ongoing assignments using a model, above average expertise and application of that expertise to problem solving assignments using consultation, above

average orientation to leisure issues, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop ongoing assignments using the assigned template, good professional knowledge and its application in problem solving in a group or with the assistance of the instructor, good orientation to leisure issues, good communication skills, completion of assignments, average activity in class during the semester as prompted by the instructor.
At least 66 points for a grade D. For this grade, the student is expected to demonstrate: the ability to develop ongoing assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to leisure issues, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal vocational knowledge, basic/minimal orientation to leisure issues, basic communication skills, completion of assignments.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning objectives and outcomes:
By completing the subject Leisure time in education, the student should:
- to know the content of leisure time pedagogy as a scientific discipline: functions, goals and requirements, areas of leisure time education,
- to know the subjects of leisure education and their importance in influencing the leisure time of an individual in society in a meaningful way,
- to be able to apply the acquired knowledge in the creation of leisure activities,
- to be able to create a plan for an activity of interest and to be able to apply it through practical tasks,
- be able to present their creative output to a group,
- be able to justify the appropriateness of the choice of didactic categories in the interest activity plan,
- understand the importance of leisure as a fundamental value in human life.
Transferable competences: the student strengthens soft skills such as communication skills through creative tasks on the course, digital skills - the student realizes the creation of a website as an e-portfolio with the use of feedback, interpersonal skills within the group - activation in the group, taking the initiative and responsibility.

**Class syllabus:**
Brief outline of the course:
The Leisure time in educationis intended to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and which are necessary in the targeted education of children, youth and adults. The Leisure time in educationcourse clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.
Topics:
Basic concepts of leisure pedagogy. Objectives of leisure education. Didactic process of leisure education and the creation of a plan of activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and

leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of education and training in leisure time. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

**Recommended literature:**

NOVOTNÁ, E. (2017). Pedagogika voľného času. Teória výchovy mimo vyučovania vo voľnom čase. Rokus: Prešov. 224s. ISBN 978-80-89540-58-0

ZELINOVÁ, M. (2007). Hry pro rozvoj emocí a komunikace. Koncepce a model tvorivěhumanistické výchovy. Portál: Praha, 2007. 139s. ISBN 978-80-7367-197-6 (e-kniha)

Recommended reading:

JASLOVSKÁ, B., KOLDEOVÁ, L. (v tlači). Voľný čas v práci učiteľa a ďalších pedagogických profesií. Kapitola v metodickom materiáli k Stáži A, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

JASLOVSKÁ, B., STRAKOŠ, J. (v tlači). Profesijný rast učiteľa: formálne a neformálne vzdelávanie, informálne učenie sa. Kapitola v metodickom materiáli k Stáži B, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.

KRATOCHVÍLOVÁ, E. (2010). Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Trnava: Typii Universitatis Tyrnaviensis, VEDY. 356 s. ISBN 978-80-8082-330-6

ZELINOVÁ, M. (2012). Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Bratislava: Iura Edition, 146s. ISBN 978-80-8078-479-9

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 1530

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 43,14 | 0,0 | 24,25 | 13,4 | 8,76 | 4,05 | 6,41 |

**Lecturers:** PaedDr. Eva Labudová, PhD., prof. PaedDr. Ján Danek, CSc.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde012/22 | Life and culture of Austria, Switzerland and Lichtenstein |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
2 hours per week, seminar, combined form (primarily on-site).
Student workload: 11 x 2 hours of direct teaching = 22 hours; 10 hours preparing for the paper; 18 hours preparing for the final test. 50 hours of student work in total.
Teaching methods: exposition (lecture, explanation and discussion of the historical, political and social developments in Austria, Switzerland and Liechtenstein, independent work using different techniques), fixation (repetitive exercises, games), diagnostic and evaluation (written exams and didactic tests).

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
assessment (presentation, final exam – 100/0)
A presentation and a final test are prerequisites for the grade; students must pass both in order to receive a passing grade. Students will receive a maximum of 50 points for the paper and a maximum of 50 points for the final test.
Rating scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average level), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required).
Excellent: The student knows the main historical, political and social facts, can relate them to current issues and discuss them.
Very Good: The student knows the main historical, political and social facts, can follow and participate in current debates.
Good: The student knows basic historical, political and social facts and can follow current debates
Satisfactory: The sudent has only a fragmentary knowledge of historical, political and social facts, has difficulties understanding current debates.
Sufficient: The student has only a marginal knowledge of historical, political and social facts, references to current debates cannot be made.
Scale of assessment (preliminary/final): assessment (presentation, final exam – 100/0)

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:
The students have basic knowledge of important topics about Austrian, Swiss and Liechtenstein reality based on selected subjects – history (from 1945 to the present), politics (system, elections, current events and tendencies, parties, movements), society (minorities, migration, youth, marginal groups, transformations in society, environmental protection), current topics. They can read and evaluate articles, specialized texts and statistics. They can reflect on the acquired knowledge, understand connections and make references. They can describe complex issues clearly, in detail and systematically. The students are sensitized to inter- and intracultural differences in German-speaking countries and have developed strategies and skills to better assess foreign culture phenomena and relate them to their own reality.

**Class syllabus:**
Course outcomes of subject (content):
Discussion of a given landscape science topic, sociocultural and intercultural competence and knowledge of stereotypes, cultural memory, collective memory and national symbols. Topics: Brief history of Austria, Switzerland and Liechtenstein. Geographical characteristics (mountain ranges, watersheds, islands, etc.). Political system, industry. Population, language. Society: education, science, media, sport. Culture: major figures in literature, philosophy, music, painting and architecture. Customs, traditions and festivals; peculiarities of the national cuisine. Characteristics of the individual countries. Society and culture in Austria, Switzerland and Liechtenstein. Living conditions. Interpersonal relations, social conventions, ritual behaviour, body language. Values, beliefs and opinions.
The graduate of the course is thus equipped with a broad landscape knowledge of the culture, history and present of Austria.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
http://www.austria.gv.at/DocView.axd?CobId=15718
http://www.liechtenstein.li/
http://www.swissworld.org/de/schweiz/ressourcen/download/praesentationen/
Recommended readings:
https://www.bfs.admin.ch/bfs/de/home.html
https://www.erinnern.at/
https://www.llv.li/inhalt/1590/amtsstellen/liechtenstein-in-zahlen
https://www.statistik.at/web_de/services/oesterreich_zahlen_daten_fakten/index.html
https://www.zeit.de/serie/servus-gruezi-hallo
Internetový zdroj – rôzne články z tlače, internetu. [online] [citované 26/11/2021].

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 16

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 31,25 | 0,0 | 25,0 | 25,0 | 0,0 | 0,0 | 18,75 |

**Lecturers:**

| |
|---|
| **Last change:** 10.11.2022 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

**COURSE DESCRIPTION**

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde011/22 | Life and culture of Germany |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
2 hours per week, seminar, combined form (primarily attendence).
Student workload: 11 x 2 hours of direct teaching = 22 hours; 10 hours preparing for the paper; 18 hours preparing for the final test. Total of 50 hours of student work.
Teaching methods: exposition (lecture, explanation and discussion of the various historical, political and social developments in Germany, independent work using different techniques), fixation (repetitive exercises, games), diagnostic and classification (written exams and didactic tests).

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
assessment (presentation, final test - 100/0)
A paper and a final test are prerequisites for the grade; students must pass both in order to receive a passing grade. Students will receive a maximum of 50 points for the paper and a maximum of 50 points for the final test.
Rating scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average level), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required).
Excellent: The student knows the main historical, political and social events, can relate them to current issues and discuss them.
Very Good: The student knows the main historical, political and social events, can follow and participate in current debates
Good: The student knows basic historical, political and social events and can follow current debates
Satisfactory: The student has only a fragmentary knowledge of the main historical, political and social events, has difficulties understanding current debates
Sufficient: The student has only a marginal knowledge of the main historical, political and social events, references to current debates cannot be made
Scale of assessment (preliminary/final): assessment (presentation, final test - 100/0)

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:

The students have basic knowledge of important topics about the German reality based on selected subjects - history (from 1945 to the present), politics (system, elections, current events and tendencies, parties, movements), society (minorities, migration, youth, marginal groups, transformations in society, environmental protection), current topics. They can read and evaluate articles, specialized texts and statistics. They can reflect on the acquired knowledge, understand connections, and make references. They can describe complex issues clearly, in detail and systematically. The students are sensitized to inter- and intracultural differences and have developed strategies and skills to better assess foreign culture phenomena and relate them to their own reality.

**Class syllabus:**

Course outcomes of subject (content):
A brief history of Germany. Geographical characteristics (mountain ranges, watersheds, islands, etc.). Political system, industry. Population, language. Society: education, science, media, sport. Culture: major figures in literature, philosophy, music, painting and architecture. Customs, traditions and festivals; peculiarities of the national cuisine. Characteristics of the individual Länder. The graduate of the course is thus equipped with a broad knowledge of German culture, history and present-day local history.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
Internetový zdroj
knižná alebo elektronická verzia publikácie:
Online- und Printpublikationen der Bundeszentrale für politische Bildung [online] [citované 26/11/2021]. Dostupné na: https://www.bpb.de/
Kol. autorov. Tatsachen über Deutschland [online] [citované 26/11/2021]. Dostupné na: https://www.tatsachen-ueber-deutschland.de/de/Deutschland-Buch-Ausgabe-2018
Recommended readings:
články z tlače, internetu . [online] [citované 26/11/2021]. Dostupné na:
http://www.dw.de/themen/s-9077
https://www.dhm.de/lemo/
https://www.dw.com/de/das-deutschlandlabor/s-32379
https://www.dw.com/de/der-mauerfall-eine-unterrichtsreihe/a-2340056
https://www.tatsachen-ueber-deutschland.de/de
https://www.zdf.de/dokumentation/momente-der-geschichte#/videos/all/cloud
internetové stránky miest ,obcí, krajov a kultúrnych inštitúcií Nemecka
SCHMIDT K. et al. 2007. Erinnerungsorte. Deutsche Geschichte im DaF-Unterricht. Cornelsen 2007. 96 S. ISBN 3060204764

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 52

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 28,85 | 0,0 | 25,0 | 13,46 | 23,08 | 5,77 | 3,85 |

**Lecturers:** Elisabeth Oberlerchner

| |
|---|
| **Last change:** 10.11.2022 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

**COURSE DESCRIPTION**

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde044/22 | Literary Reading Support and Promotion |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
Total 50 hours of student work: in-person teaching = 22 hours; elaboration of continuous tasks and separate reading of literary works = 38 hours
Teaching methods:
work with written or spoken text, analysis of text from various perspectives, discussion, presentation of students, exercises aimed at the development of vocabulary or selected grammatical phenomena

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated on the basis of interim assessment, for which he/she can receive a total of 100 points, of which:
44 points: active participation in classroom activities and performance of assignments
56 points: independent reading of literary works and preparation of outputs from it in written and/or oral form.
Attendance at the class is compulsory. In justified cases, the instructor may specify alternative options for fulfilling the conditions of the interim evaluation.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to increase students' interest in literary reading, to familiarize them with various techniques of working with text in Italian teaching and to deepen their communicative competence.
Educational outcomes:

After successful completion of the course, the student
• will know selected works of contemporary Italian literature;
• more readable texts will be able to analyze more extensively and can analyze the possibilities of their use in the teaching of Italian language and culture;
• on the basis of analytical reading and resource study, he/she will be able to identify historical, cultural, lexical and grammatical phenomena that enable him/her to know the target culture and language in greater depth.
The student will know
• read Italian literary texts of reasonable difficulty in the original;
• to appreciate the artistic value of literary texts;
• use literary snippets in Italian language teaching.

**Class syllabus:**
The course has the character of a literary club, which leads students to read literary works independently, to communicate with each other and to discuss each other under the guidance of the teacher about the works that interested students, to gain incentives to discover new works. Selected excerpts from literary works will be placed in a wider cultural context and appropriately didactized. Activities based on reading or listening to literary works will help to consolidate and expand students' language skills.

**Recommended literature:**
GUASTALLA, C. Giocare con la letteratura, Firenze: Alma Edizioni, 176 p., 2002, EAN 9788886440325
Selected literary works according to the interest of students and teachers.

**Languages necessary to complete the course:**
Slovak language and 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:** prof. György Domokos, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

**COURSE DESCRIPTION**

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde044/22 | Literary Reading Support and Promotion |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
Total 50 hours of student work: in-person teaching = 22 hours; elaboration of continuous tasks and separate reading of literary works = 38 hours
Teaching methods:
work with written or spoken text, analysis of text from various perspectives, discussion, presentation of students, exercises aimed at the development of vocabulary or selected grammatical phenomena

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated on the basis of interim assessment, for which he/she can receive a total of 100 points, of which:
44 points: active participation in classroom activities and performance of assignments
56 points: independent reading of literary works and preparation of outputs from it in written and/or oral form.
Attendance at the class is compulsory. In justified cases, the instructor may specify alternative options for fulfilling the conditions of the interim evaluation.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to increase students' interest in literary reading, to familiarize them with various techniques of working with text in Italian teaching and to deepen their communicative competence.
Educational outcomes:

After successful completion of the course, the student
• will know selected works of contemporary Italian literature;
• more readable texts will be able to analyze more extensively and can analyze the possibilities of their use in the teaching of Italian language and culture;
• on the basis of analytical reading and resource study, he/she will be able to identify historical, cultural, lexical and grammatical phenomena that enable him/her to know the target culture and language in greater depth.
The student will know
• read Italian literary texts of reasonable difficulty in the original;
• to appreciate the artistic value of literary texts;
• use literary snippets in Italian language teaching.

**Class syllabus:**
The course has the character of a literary club, which leads students to read literary works independently, to communicate with each other and to discuss each other under the guidance of the teacher about the works that interested students, to gain incentives to discover new works. Selected excerpts from literary works will be placed in a wider cultural context and appropriately didactized. Activities based on reading or listening to literary works will help to consolidate and expand students' language skills.

**Recommended literature:**
GUASTALLA, C. Giocare con la letteratura, Firenze: Alma Edizioni, 176 p., 2002, EAN 9788886440325
Selected literary works according to the interest of students and teachers.

**Languages necessary to complete the course:**
Slovak language and 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:** prof. György Domokos, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

# COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde019/22 | Literary texts analysis |

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

**Type, volume, methods and workload of the student - additional information**
2 hours per week, seminar, combined form (primarily on-site).
Student workload: 11 x 2 hours of direct instruction = 22 hours; 28 hours of preparation for seminar work. 50 hours of student work in total.
Teaching methods: exposition (lecture, explanation and discussion of the different methods of literary analysis, individual work using various techniques), fixation (repetitive exercises and homework), diagnostic and evaluation.

**Number of credits:** 2

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
-

**Course requirements:**
The basis of the assessment is a term paper.
Rating scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average level), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required).
Excellent: The student has understood the literary analysis methods and can apply them independently, can analyze literary texts of all genres in depth.
Very good: The student has understood the literary analysis methods and can apply them with minor uncertainties, can independently analyze literary texts of all genres.
Good: The student has understood the literary analysis methods and applies them with minor errors
Satisfactory: The student has only partially understood the methods of literary analysis and makes frequent mistakes applying them.
Sufficient: The student only marginally understood the literary analysis methods and big/large errors are made in the implementation.
Sufficient: the student has understood the methods of analysis in literary science only sufficiently and makes gross errors in application.
Insufficient: the student does not understand the methods of analysis in literary science, cannot analyze literary texts.
Scale of assessment (preliminary/final): Assessment (term paper - 100/0)

**Learning outcomes:**
The students are familiar with the basic questions and problems of literary studies. They understand main concepts and theories for the analysis of literary texts and master the technical terminology. Students gain an insight in the different steps of literary analysis and know the literary methodology. They can examine different literary texts of the three main literary genres using the latest methods analysis and interpret them on the basis of their own reading experience. The students are able to formulate their results professionally using scientific tools.

**Class syllabus:**
Clarification of the nature of the literary work as an aesthetic entity. The course includes a brief outline of the development of literary theory, the traditions of literary research in German studies, as well as current trends in European literary scholarship. Particular attention is paid to the application of knowledge to the main literary types and genres.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
MIKULÁŠ a kol. 2019. Literaturwissenschaft in internationaler Perspektive. In: Literaturwissenschaft in internationaler Perspektive. Nümbrecht: Kirsch-Verlag, 2019. 509 s. ISBN 978-3-943906-35-6 (vybrané kapitoly) a literárne texty, ktoré sa aktualizujú na začiatku semestra akademického roka, v ktorom sa predmet otvára.
Recommended readings:
ALLKEMPER, A. 2001. Literaturwissenschaft. Paderborn: Wilhelm Fink Verlag, 2001. 316 s. ISBN 3-8252-2590-9
ANDREOTTI, M. 2009. Die Struktur der modernen Literatur. Bern und Stuttgart: Verlag Paul Haupt, 2009. 294 s. ISBN 978-3-8252-1127-1
CULLER, J. 2002. Krátký úvod do literární teorie. Brno: Host, 2002. 168 s. ISBN 80-7294-070-8
FELSNER, K./HELBIG, H./MANZ, T. 2012. Arbeitsbuch Lyrik. Berlin: Akademie Verlag, 2012. 300 s. ISBN 3050059095
GENETTE, G. 2010. Die Erzählung. München: Fink, 2010. 293 s. ISBN 3825280837
GIGL, C. 2013. Textanalyse und Interpretation. Stuttgart: Klett Verlag 2013. 192 s. ISBN 978-3-12-927166-7
JEßING, B./KÖHNEN, R. 2007. Einführung in die Neuere deutsche Literaturwissenschaft. Stuttgart: Metzler, 2007. 435 s. ISBN-13: ľ978-3476021427
MARTÍNEZ, M./SCHEFFEL, M. 2020. Einführung in die Erzähltheorie. München: Beck, 2020. 234 s. ISBN 3406742831
PFISTER, M. 2010. Das Drama. München: Fink, 2010. 454 s. ISBN 3825205800

**Languages necessary to complete the course:**
German, Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 65

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 24,62 | 0,0 | 30,77 | 24,62 | 6,15 | 1,54 | 12,31 |

**Lecturers:** Elisabeth Oberlerchner

**Last change:** 09.11.2022

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|---|
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde031/22 | Literature for Children and Youth |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student's workload: a total of 75 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation for teaching, sub-tasks; 11 hours preparation of the seminar work and its presentation in the classroom; 20 hours of preparation for the test.
Teaching methods: lecturing, interpretation, discussion on the topic discussed, interview, text work, critical analysis of texts, problem solving tasks, controlled self-study

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated on the basis of interim assessment, for which he/she can receive a total of 100 points, of which:
44 points: active participation in classroom activities and performance of assignments
56 points: independent reading of literary works and preparation of outputs from it in written and/or oral form.
Attendance at the class is compulsory. In justified cases, the Lecturer may specify alternative options for fulfilling the conditions of the evaluation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to acquire basic knowledge in the field of literature for children and youth in the Italian language and to be able to transfer them to the teaching process in didactized processing.
After successful completion of the course:

• gets a basic overview of the history of Italian written literature for children and youth,
• knows the most important representatives of literature for children and youth in the Italian language,
• knows the general specificities of literature for children and youth,
• knows the characteristics of individual genres of literature for children and youth,
• has the ability to interpret literary text for children and youth and to apply it to the teaching of foreign languages,
• can adapt the acquired knowledge and create didactic processing of the contents of Italian literature for children and youth for the purposes of teaching literature.
After successful completion of the subject, the student should have a basic overview of literature for children and young people in the Italian language and the skills needed to use them in the teaching of literature.

**Class syllabus:**
Specific features of literature for children and youth.
Characteristics of individual genres of literature for children and youth.
Overview of the history of literature for children and young people in Italian.
Selected representatives of literature for children and youth in Italian literature.
Translations of children's and youth literature in Italian into Slovak.
Use of folk fairy tales and other genres of oral tradition in the teaching of literature, didactization of contents.
Use of authorial fairy tales in the teaching of literature.
Use of poems for children and children's songs in the teaching of literature, didactization of content.

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
BESEGHI, E. (a cura di),2008 Infanzia e Racconto. Bologna: Bononia University Press, 2008. 216 p. ISBN: 8873953433
BESEGHI, E., GRILLI, G. (a cura di)2015 (2011), La letteratura invisibile, Roma: Carocci, 2011, 220 p. ISBN: 9788843060276
BERNARDI, M., FRABETTI, R. 2000, Navigators. Teatro e ragazzi, incontri di laboratorio, incontri di vita, Pisa: ETS, 2000. ISBN: 9788846738073

**Languages necessary to complete the course:**
Italian and Slovak language

**Notes:**

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

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

**Lecturers:** doc. Tivadar Palágyi, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde031/22 | Literature for Children and Youth |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student's workload: a total of 75 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation for teaching, sub-tasks; 11 hours preparation of the seminar work and its presentation in the classroom; 20 hours of preparation for the test.
Teaching methods: lecturing, interpretation, discussion on the topic discussed, interview, text work, critical analysis of texts, problem solving tasks, controlled self-study

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated on the basis of interim assessment, for which he/she can receive a total of 100 points, of which:
44 points: active participation in classroom activities and performance of assignments
56 points: independent reading of literary works and preparation of outputs from it in written and/or oral form.
Attendance at the class is compulsory. In justified cases, the Lecturer may specify alternative options for fulfilling the conditions of the evaluation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to acquire basic knowledge in the field of literature for children and youth in the Italian language and to be able to transfer them to the teaching process in didactized processing.
After successful completion of the course:

• gets a basic overview of the history of Italian written literature for children and youth,
• knows the most important representatives of literature for children and youth in the Italian language,
• knows the general specificities of literature for children and youth,
• knows the characteristics of individual genres of literature for children and youth,
• has the ability to interpret literary text for children and youth and to apply it to the teaching of foreign languages,
• can adapt the acquired knowledge and create didactic processing of the contents of Italian literature for children and youth for the purposes of teaching literature.
After successful completion of the subject, the student should have a basic overview of literature for children and young people in the Italian language and the skills needed to use them in the teaching of literature.

**Class syllabus:**
Specific features of literature for children and youth.
Characteristics of individual genres of literature for children and youth.
Overview of the history of literature for children and young people in Italian.
Selected representatives of literature for children and youth in Italian literature.
Translations of children's and youth literature in Italian into Slovak.
Use of folk fairy tales and other genres of oral tradition in the teaching of literature, didactization of contents.
Use of authorial fairy tales in the teaching of literature.
Use of poems for children and children's songs in the teaching of literature, didactization of content.

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
BESEGHI, E. (a cura di),2008 Infanzia e Racconto. Bologna: Bononia University Press, 2008. 216 p. ISBN: 8873953433
BESEGHI, E., GRILLI, G. (a cura di)2015 (2011), La letteratura invisibile, Roma: Carocci, 2011, 220 p. ISBN: 9788843060276
BERNARDI, M., FRABETTI, R. 2000, Navigators. Teatro e ragazzi, incontri di laboratorio, incontri di vita, Pisa: ETS, 2000. ISBN: 9788846738073

**Languages necessary to complete the course:**
Italian and Slovak language

**Notes:**

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

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

**Lecturers:** doc. Tivadar Palágyi, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde032/22 | Medial education |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points).
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively
knowledge, including its meaningful integration into the realities of life and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,
including their meaningful integration into the realities of life and pedagogical practice.
C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information.
E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge.
Fx (59-0%, insufficient - extra work required).

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to
defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession

(teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

**Class syllabus:**
Brief outline of the course:
1. Introduction to the subject: defining the basic concepts: ethics and morality.
Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.
2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.
3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.
4. Positive climate in the classroom, relationships between school climate factors.
5. Convention on the Rights of the Child.
6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

**Recommended literature:**
Compulsory reading:
ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5
GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0
GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0
Recommended reading:
HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7
KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4
LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5
MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0
REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.
VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6
VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8
ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3

WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2
DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaniu etického
kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 195

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 60,0 | 0,0 | 20,0 | 8,21 | 1,54 | 0,0 | 10,26 |

**Lecturers:** PhDr. Slávka Drozdová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde032/22 | Medial education |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points).
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively
knowledge, including its meaningful integration into the realities of life and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,
including their meaningful integration into the realities of life and pedagogical practice.
C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information.
E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge.
Fx (59-0%, insufficient - extra work required).

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to
defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession

(teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

**Class syllabus:**
Brief outline of the course:
1. Introduction to the subject: defining the basic concepts: ethics and morality.
Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.
2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.
3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.
4. Positive climate in the classroom, relationships between school climate factors.
5. Convention on the Rights of the Child.
6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

**Recommended literature:**
Compulsory reading:
ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5
GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0
GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0
Recommended reading:
HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7
KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4
LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5
MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0
REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.
VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6
VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8
ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3

WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2
DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaniu etického
kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 195

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 60,0 | 0,0 | 20,0 | 8,21 | 1,54 | 0,0 | 10,26 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde015/22 | Mediation Activities in Italian Language 1. |

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

**Type, volume, methods and workload of the student - additional information**
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of continuous home preparation for class, sub-tasks; 8 hours preparation of seminar work.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons during the semester and the fulfillment of ongoing tasks aimed at practicing mediation activities (translation, summary and reformulating of text, preparation for interpretation in normal communication situations) and tasks related to the use of such texts in foreign language teaching. Active performance in lessons and participation in discussion of the solutions developed are evaluated. For the performance of these tasks, the student can earn 60 points. The remaining 40 points are earned by the student for the preparation of seminar work according to the assignment of the teachers. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand over the intended seminar work.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to acquire basic skills of using mediation language activities in learning a foreign language.

After successful completion of the course:
• acquired basic knowledge in the field of mediation activities in the learning of foreign languages,
• can apply mediation language skills to specific texts in Italian,
• acquire basic practical skills in translating texts at a lower level of difficulty,
• acquire basic practical skills in other mediation activities, such as summarizing and reformulating the text in the Italian language and interpreting in normal communication situations,
• knows the basic mediation strategies,
• has developed basic learning skills,
• is able to adapt the acquired theoretical knowledge for practical use in mediation activities and propose the use of mediation activities in the teaching of a foreign language.

**Class syllabus:**

Basic practical competencies and theoretical knowledge of mediation activities in learning a foreign language.
Use of text and mediation activities in foreign language teaching.
Mediation strategies.
The translation process. Specific types of translation.
Other mediation activities in written and oral speech (summary and rewording of texts, interpretation in normal communication situations, etc.).
Application of acquired knowledge in mediation of stylistically diverse texts into Slovak. Training of mediation activities focusing on shorter-range texts.
Art style text
Publicist style text
Professional style text

**Recommended literature:**

BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade“. In: Philologica: studia romanistica. Bratislava: Univerzita Komenského, 2012, s. 33–41. ISBN 978-80-223-3256-9.
Lenzi Kučmová, Alexandra: Modelová konferencia - efektívny didaktický nástroj v rámci praktickej prípravy tlmočníkov, Jazykovedné, literárnovedné a didaktické kolokvium [elektronický dokument] : Roč. 48. - : 1. vyd. ISBN 978-80-8177-047-0. - Bratislava : Z-F LINGUA, 2018. - S. 86-95 [CD-ROM]
Kučmová Alexandra, 2015, Le varietà della lingua italiana nella prospettiva dell'interprete. In zahraničný zborník LINGUE, CULTURE, LETTERATURE TRA GEOGRAFIA E STORIA 2015, HRADEC KRÁLOVÉ, Gaudeamus, str. 152 - 162 Katarína Klimová, Eva Mesárová (eds.), ISBN 978 80 74 35 618 6
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 s. ISBN80-892556-02-3. (vybrané kapitoly)
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. Bratislava: Enigma, 2009. 323 s. ISBN 978-80-89132-82-9. (3. kapitola, M. Dvorecký, s. 209–234)

**Languages necessary to complete the course:**

Italian and Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

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|---|
| **Lecturers:** doc. Mgr. Katarína Klimová, PhD. |
| **Last change:** 09.11.2022 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde015/22 | Mediation Activities in Italian Language 1. |

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

**Type, volume, methods and workload of the student - additional information**
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of continuous home preparation for class, sub-tasks; 8 hours preparation of seminar work.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons during the semester and the fulfillment of ongoing tasks aimed at practicing mediation activities (translation, summary and reformulating of text, preparation for interpretation in normal communication situations) and tasks related to the use of such texts in foreign language teaching. Active performance in lessons and participation in discussion of the solutions developed are evaluated. For the performance of these tasks, the student can earn 60 points. The remaining 40 points are earned by the student for the preparation of seminar work according to the assignment of the teachers. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand over the intended seminar work.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to acquire basic skills of using mediation language activities in learning a foreign language.

After successful completion of the course:
• acquired basic knowledge in the field of mediation activities in the learning of foreign languages,
• can apply mediation language skills to specific texts in Italian,
• acquire basic practical skills in translating texts at a lower level of difficulty,
• acquire basic practical skills in other mediation activities, such as summarizing and reformulating the text in the Italian language and interpreting in normal communication situations,
• knows the basic mediation strategies,
• has developed basic learning skills,
• is able to adapt the acquired theoretical knowledge for practical use in mediation activities and propose the use of mediation activities in the teaching of a foreign language.

**Class syllabus:**

Basic practical competencies and theoretical knowledge of mediation activities in learning a foreign language.
Use of text and mediation activities in foreign language teaching.
Mediation strategies.
The translation process. Specific types of translation.
Other mediation activities in written and oral speech (summary and rewording of texts, interpretation in normal communication situations, etc.).
Application of acquired knowledge in mediation of stylistically diverse texts into Slovak. Training of mediation activities focusing on shorter-range texts.
Art style text
Publicist style text
Professional style text

**Recommended literature:**

BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade“. In: Philologica: studia romanistica. Bratislava: Univerzita Komenského, 2012, s. 33–41. ISBN 978-80-223-3256-9.
Lenzi Kučmová, Alexandra: Modelová konferencia - efektívny didaktický nástroj v rámci praktickej prípravy tlmočníkov, Jazykovedné, literárnovedné a didaktické kolokvium [elektronický dokument] : Roč. 48. - : 1. vyd. ISBN 978-80-8177-047-0. - Bratislava : Z-F LINGUA, 2018. - S. 86-95 [CD-ROM]
Kučmová Alexandra, 2015, Le varietà della lingua italiana nella prospettiva dell'interprete. In zahraničný zborník LINGUE, CULTURE, LETTERATURE TRA GEOGRAFIA E STORIA 2015, HRADEC KRÁLOVÉ, Gaudeamus, str. 152 - 162 Katarína Klimová, Eva Mesárová (eds.), ISBN 978 80 74 35 618 6
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 s. ISBN80-892556-02-3. (vybrané kapitoly)
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. Bratislava: Enigma, 2009. 323 s. ISBN 978-80-89132-82-9. (3. kapitola, M. Dvorecký, s. 209–234)

**Languages necessary to complete the course:**

Italian and Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

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|---|
| **Lecturers:** doc. Mgr. Katarína Klimová, PhD. |
| **Last change:** 09.11.2022 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde045/22 | Mediation Activities in Italian Language 2. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of continuous home preparation for lessons, sub-tasks; 8 hours preparation of seminar work.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons during the semester and the fulfillment of ongoing tasks aimed at practicing mediation activities (translation, summary and reformulating of text, preparation for interpretation in normal communication situations) and tasks related to the use of such texts in foreign language teaching. Active performance in lessons and participation in discussion of the solutions developed are evaluated. For the performance of these tasks, the student can earn 60 points. The remaining 40 points are earned by the student for the preparation of seminar work according to the assignment of the teachers. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand over the intended seminar work.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to deepen the basic skills of using mediation language activities in the acquisition and teaching of Italian.
Educational outcomes:
Student after successful completion of the course
• acquired basic knowledge in the field of mediation activities in the acquisition and teaching of Italian,
• can apply mediation language skills to various texts in Italian,
• acquired practical skills in translating medium-range and demanding texts,
• acquire practical skills in other mediation activities, such as summarizing and reformulating the text in the Italian language and interpreting in normal communication situations,
• can use basic mediation strategies,
• can independently design simple mediation activities suitable for teaching Italian.

**Class syllabus:**
Enhanced practical competences and theoretical knowledge of mediation activities in learning and teaching the Italian language.
Use of mediation strategies in the mediation process.
Translation analysis.
Selected types of translation.
Application and exemplification of acquired knowledge in mediation of stylistically diverse texts of medium range and difficulty into Slovak.
Application of other mediation activities (summary and reformulation of texts, interpretation in normal communication situations, etc.) to texts of medium range and difficulty.

**Recommended literature:**
MAREČKOVÁ, P. (Ne)Ztraceno v překladu: mediační úlohy v cizojazyčné výuce a jejich příprava. In: Cizí jazyky. roč. 64, č. 5. ISSN 1210-0811.
MÜGLOVÁ, D. 1996. Preklad v teórii a praxi cudzojazyčnej výučby. Nitra: VŠP. 109 s. ISBN 8080500819.
LENZI KUČMOVÁ, A. NIKOLAJOVÁ KUPFERSCHMIDTOVÁ, E., ŠTUBŇA, P.: On selected aspects of languages for special puposes, Uherské Hradiště : Vědecké nakladatestvíFakulty veřejnoprávních a ekonomických studií v Uherském Hradišti ,
2018, 978-80-907179-7-8, 140 s.

**Languages necessary to complete the course:**
Slovak language, Czech (passive) and Italian language, English language (passive)

**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. Katarína Klimová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde045/22 | Mediation Activities in Italian Language 2. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of continuous home preparation for lessons, sub-tasks; 8 hours preparation of seminar work.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons during the semester and the fulfillment of ongoing tasks aimed at practicing mediation activities (translation, summary and reformulating of text, preparation for interpretation in normal communication situations) and tasks related to the use of such texts in foreign language teaching. Active performance in lessons and participation in discussion of the solutions developed are evaluated. For the performance of these tasks, the student can earn 60 points. The remaining 40 points are earned by the student for the preparation of seminar work according to the assignment of the teachers. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand over the intended seminar work.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to deepen the basic skills of using mediation language activities in the acquisition and teaching of Italian.
Educational outcomes:
Student after successful completion of the course
• acquired basic knowledge in the field of mediation activities in the acquisition and teaching of Italian,
• can apply mediation language skills to various texts in Italian,
• acquired practical skills in translating medium-range and demanding texts,
• acquire practical skills in other mediation activities, such as summarizing and reformulating the text in the Italian language and interpreting in normal communication situations,
• can use basic mediation strategies,
• can independently design simple mediation activities suitable for teaching Italian.

**Class syllabus:**
Enhanced practical competences and theoretical knowledge of mediation activities in learning and teaching the Italian language.
Use of mediation strategies in the mediation process.
Translation analysis.
Selected types of translation.
Application and exemplification of acquired knowledge in mediation of stylistically diverse texts of medium range and difficulty into Slovak.
Application of other mediation activities (summary and reformulation of texts, interpretation in normal communication situations, etc.) to texts of medium range and difficulty.

**Recommended literature:**
MAREČKOVÁ, P. (Ne)Ztraceno v překladu: mediační úlohy v cizojazyčné výuce a jejich příprava. In: Cizí jazyky. roč. 64, č. 5. ISSN 1210-0811.
MÜGLOVÁ, D. 1996. Preklad v teórii a praxi cudzojazyčnej výučby. Nitra: VŠP. 109 s. ISBN 8080500819.
LENZI KUČMOVÁ, A. NIKOLAJOVÁ KUPFERSCHMIDTOVÁ, E., ŠTUBŇA, P.: On selected aspects of languages for special puposes, Uherské Hradiště : Vědecké nakladatestvíFakulty veřejnoprávních a ekonomických studií v Uherském Hradišti ,
2018, 978-80-907179-7-8, 140 s.

**Languages necessary to complete the course:**
Slovak language, Czech (passive) and Italian language, English language (passive)

**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. Katarína Klimová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde012/22 | Methodology of Professional Text Writing |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: lecture and seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of ongoing written tasks on individual topics and home preparation for class, 8 hours finalization of the final project of bachelor's work.
Teaching methods: lecturing, interpretation, discussion on the topic discussed, working with the professional text, critical analysis of texts, problem solving of tasks, written works, managed self-study, e-learning.

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be awarded credits 100% based on the performance of ongoing tasks. The condition for successful completion of the course is active participation in classroom activities during the semester – 10% and the fulfilment of ongoing tasks on individual topics according to the curriculum, consisting in the training of various components of professional style texts and in the analysis of professional texts in Slovak and Spanish/Italian – 60 %. Based on feedback on partial tasks from teachers, the student completes the bachelor's final work project, which accounts for 30% of the evaluation.
The evaluation takes into account the student's ability to apply the methodology of writing specialized text when creating his/her own texts and the precision in observing the rules of professional style. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand them over within the specified time limit.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to improve the quality of written expression in a professional style in order to prepare students for writing a bachelor's final work, adopting the principles of academic ethics in writing professional works and quotation techniques.

Educational outcomes:

Student after successful completion of the course

• has adopted ethical principles of working with resources and writing specialized professional texts,

• be able to select, analyze and thoroughly examine the sources of information used,

• can quote (both literally and paraphrasing) printed and electronic information sources in accordance with the chosen quotation technique,

• can draw up a list of bibliography in accordance with the current standard, taking into account the specificities of the Spanish language,

• is able to apply knowledge in practice and create a cohesion and coherent professional text from his specialization in both Slovak and Spanish/Italian.

Completion of the course contributes to the achievement of competences such as: the ability to analyze and synthesis, the ability to plan and organize their studies, the ability to search, select and process relevant information, etc.

**Class syllabus:**

• Professional communication - style and its specifics. Lexical and morphosyntactic properties of the professional style. Specific features of the professional style of Spanish/Italian-language texts.

• Types of professional texts. Typology of information sources used in the final works.

• Stages in the creation of professional work and text writing. Work schedule.

• Ethical principles of writing and publishing professional texts.

• Quotation methods, quote and paraphrase.

• Creating a list of bibliographic references.

• Latin abbreviations used in quotation.

• Writing abstract and résumé, creating synthesis of studied materials.

• Text structure, cohesion, and text coherence.

• Training in writing professional texts in Spanish/Italian/Slovak.

• Guidelines on the creation and formal regulation of bachelor thesis. Bachelor´s thesis project.

**Recommended literature:**

GAVORA, P. – KOLLÁRIKOVÁ, Z. – NOVÁKOVÁ, E. 2010. Manuál pre tvorbu bakalárskej a diplomovej práce. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, aktualizácia 2010.

KIMLIČKA, Š. 2006. Metodika písania vysokoškolských a kvalifikačných prác. Bratislava: Univerzita Komenského. 58 s.

MEŠKO, D. – KATUŠČÁK, D. a kol. 2004. Akademická príručka. Martin: Osveta, 2004. 316 s. ISBN 8080631506.

VP č. 32/2023 Smernica rektora UK. Úplné znenie VP č. 12/2013 Smernice rektora UK o základných náležitostiach záverečných prác, rigoróznych prác a habilitačných prác, kontrole ich originality, uchovávaní a sprístupňovaní na UK. (Directive of the Rector of Comenius University - requirements for final theses concerning various degrees)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 114

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 59,65 | 0,0 | 27,19 | 7,89 | 2,63 | 0,88 | 1,75 |

**Lecturers:** Mgr. Radana Štrbáková, PhD., doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mojmír Malovecký, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde031/22 | Methodology of Teaching Plurilingualism in EU Countries |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
11 x 2 hours of in-person teaching = 22 hours
11 x 0.5 hours to fill in the diary after each seminar for self-evaluation, self-reflection and seminar evaluation = 5.5 hours
11 x 2 continuous home preparation for teaching, self-study, critical analysis of scientific and scientific literature, preparation of suggestions for discussion = 22 hours
1 x 25.5 preparation of multilingual activities for modelling
Teaching methods:
short presentations, brainstorming, interview, group discussion, case studies, modelling

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters of recommended literature (short presentations, suggestions for discussion, reflections on the connection of theory and practice, etc.). Their work on individual seminars will be evaluated on the basis of self-reflection through the diary of the learner, who will be submitted after each seminar via an online form, and feedback from the teacher (66% of the evaluation). Once during the semester, students create material for model teaching using multilingual approaches. Model teaching is evaluated by seminar participants and teachers (34% of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

The final evaluation reflects the level of insight of the graduate in the themes of plurilinguism and multilingualism, the ability to work with professional literature and to discern the didactic implications of scientific studies; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: the graduate focuses on an excellent level in the complex theme of plurilinguism and multilingualism, has a detailed overview of selected studies and their didactic implications, knows selected Council of Europe documents analyzed during the seminar. In discussions, he can argue clearly and logically, support his argumentation with scientific knowledge, which he will link to his/her own experience, and use the relevant conceptual apparatus. In modelling, it is clear that it was prepared on the basis of the knowledge gained during the seminar and by linking it to their own experience.
Very good: the graduate focuses on a very good level in the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows the selected documents of the Council of Europe analyzed during the seminar. Most of the time, he/she can argue clearly and logically, but sometimes he/she shows less uncertainty. The link between his/her arguments and scientific studies is not always transparent, but the graduate's responses to clarifying questions reflect the theoretical anchoring of his reasoning. Modelling is prepared on the basis of the knowledge and skills acquired during the seminar and demonstrates only minor shortcomings (e.g. less connectivity with one's own experience or less presence of individual elements).
Good: the graduate is orientated in the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows the selected documents of the Council of Europe analyzed during the seminar. He/she is able to actively engage in discussions, but his arguments and responses to clarifying questions reflect less interconnectedness with the literature studied. Model teaching is prepared on the basis of the knowledge and skills acquired during the seminar and demonstrates partial shortcomings (e.g. less creativity and own ideas, increased tendency to take on finished teaching material).
Satisfactory: the graduate is sufficiently focused on the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows some of the selected Council of Europe documents analyzed during the seminar. He/she is less active in discussions, his/her reasoning and responses to clarifying questions reflect less interconnectedness with the literature studied, more often based on his/her own experience and general knowledge. Linking this experience and knowledge with the knowledge gained during the seminar and self-study is not always transparent. Model teaching is prepared based on the knowledge and skills acquired during the seminar, but demonstrates shortcomings (e.g. less creativity and own ideas, increased tendency to take on finished teaching material without adaptation to the target audience).
Sufficient: the graduate is sufficiently focused on the complex theme of plurilinguism and multilingualism, has a basic overview of selected studies and their didactic implications, he/she is sufficiently familiar with some of the selected Council of Europe documents analyzed during the seminar. He/she participates less actively in discussions, his/her arguments and responses to clarifying questions reflect less interconnectedness with the literature studied, rather based on his/her own experience and general knowledge, which are not always revised on the basis of the knowledge gained during the seminar and self-study. Model learning is prepared on the basis of the knowledge and skills acquired during the seminar, but demonstrates various shortcomings (e.g. less creativity and own ideas, increased tendency to take over finished teaching material without adaptation for the target audience, less internal consistency).

**Learning outcomes:**

Objectives of education: to provide an introduction to the theme of multilingualism in relation to language teaching, to get familiar with basic knowledge of multilingualism (e.g. theoretical definitions such as the first language, the second language and the third language, the concept of a dominant linguistic constellation, psycholinguistic studies on the acquisition of third languages, the concept of pluralistic competence), to raise graduates' awareness of the importance of multilingualism, which is at the heart of European language policy, to give an overview of multilingual approaches in language teaching.
Educational outcomes: Graduates of the subject acquire knowledge of the theoretical conceptualisation of multilingualism, the impact and implications of multilingualism on language teaching, the importance of multilingualism in European language policy; develop a skill to orientate itself in the diversity of teaching methods and multilingual approaches to language teaching and learning, and a skill to apply these methods and approaches in practice, also on the basis of the practical experience gained in this seminar. The theoretical and didactic competencies acquired will allow graduates to adapt language teaching to the diverse needs of multilingual learners.

**Class syllabus:**
Block 1: linguistic diversity and language learning (theoretical definitions of basic terms such as first language, second language, third languages, dominant linguistic constellation, multilingualism, plurilinguism, concept of plurilingual competence).
Block 2: multilingualism as a central element of European language policy (Council of Europe Recommendations on a comprehensive approach to language teaching and learning, plurilingual and pluricultural competence in the CEFR, FREPA framework).
Block 3: psycholinguistic studies on multilingualism (M-factor concept, importance of metallisive and cross-linguistic awareness, positive impact of multilingualism on cognitive processes).
Block 4: multilingualism and education: multilingual approaches to language teaching and learning (e.g. language awakening, integrated language approach, understanding between related languages, an approach developing pluricultural competence, translanguaging as a pedagogical approach, attractions and inspirational examples in research and practice).

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
Current resources from the EC and domestic institutions from research in education.
COUNCIL OF EUROPE. 2020. Common European Framework of reference for languages: learning, teaching, assessment. Companion volume with new descriptors. Strasbourg, France: Council of Europe. 235 pp.
DUCHOŇOVÁ, Z. 2014. Viacjazyčnosť vo vyučovaní na základných školách. Bratislava: Mpc: metodicko-pedagogické centrum. 72 s. ISBN: 978-80-565-0009-5.
EURÓPSKA KOMISIA. 2015. Zjednotení v rozmanitosti. Brusel, (pdf document)
GRIMA A. C., CANDELIER M., CASTELLOTTI V., LŐRINCZ I., MEIßNER F.-J., MOLINIÉ M., NOGUEROL A., PIETRO J.-F. DE, SCHRÖDER-SURA A. 2012. FREPA: A Framework of reference for pluralistic approaches to languages and cultures - Competences and resources, Council of Europe Publishing, Strasbourg. ISBN: 978-92-871-7173-3.
SCHWARZER, D., ACOSTA, Ch. 2014. Two Activities for Multilingual Students Learning in Monolingual Classrooms, Journal of Multilingual Education, 5, 93-110. URL: http://fordham.bepress.com/jmer/vol5/iss1/6
VETTER, E., JESSNER, U. (eds) International Research on Multilingualism: Breaking with the Monolingual Perspective. Multilingual Education, vol 35. Springer, Cham. 254 s. ISBN:978-3-030-21382-4 https://doi.org/10.1007/978-3-030-21380-0_13

**Languages necessary to complete the course:**
Slovak language, English language (passive)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 16

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 87,5 | 0,0 | 6,25 | 0,0 | 0,0 | 0,0 | 6,25 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde031/22 | Methodology of Teaching Plurilingualism in EU Countries |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
11 x 2 hours of in-person teaching = 22 hours
11 x 0.5 hours to fill in the diary after each seminar for self-evaluation, self-reflection and seminar evaluation = 5.5 hours
11 x 2 continuous home preparation for teaching, self-study, critical analysis of scientific and scientific literature, preparation of suggestions for discussion = 22 hours
1 x 25.5 preparation of multilingual activities for modelling
Teaching methods:
short presentations, brainstorming, interview, group discussion, case studies, modelling

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters of recommended literature (short presentations, suggestions for discussion, reflections on the connection of theory and practice, etc.). Their work on individual seminars will be evaluated on the basis of self-reflection through the diary of the learner, who will be submitted after each seminar via an online form, and feedback from the teacher (66% of the evaluation). Once during the semester, students create material for model teaching using multilingual approaches. Model teaching is evaluated by seminar participants and teachers (34% of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

The final evaluation reflects the level of insight of the graduate in the themes of plurilinguism and multilingualism, the ability to work with professional literature and to discern the didactic implications of scientific studies; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: the graduate focuses on an excellent level in the complex theme of plurilinguism and multilingualism, has a detailed overview of selected studies and their didactic implications, knows selected Council of Europe documents analyzed during the seminar. In discussions, he can argue clearly and logically, support his argumentation with scientific knowledge, which he will link to his/her own experience, and use the relevant conceptual apparatus. In modelling, it is clear that it was prepared on the basis of the knowledge gained during the seminar and by linking it to their own experience.
Very good: the graduate focuses on a very good level in the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows the selected documents of the Council of Europe analyzed during the seminar. Most of the time, he/she can argue clearly and logically, but sometimes he/she shows less uncertainty. The link between his/her arguments and scientific studies is not always transparent, but the graduate's responses to clarifying questions reflect the theoretical anchoring of his reasoning. Modelling is prepared on the basis of the knowledge and skills acquired during the seminar and demonstrates only minor shortcomings (e.g. less connectivity with one's own experience or less presence of individual elements).
Good: the graduate is orientated in the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows the selected documents of the Council of Europe analyzed during the seminar. He/she is able to actively engage in discussions, but his arguments and responses to clarifying questions reflect less interconnectedness with the literature studied. Model teaching is prepared on the basis of the knowledge and skills acquired during the seminar and demonstrates partial shortcomings (e.g. less creativity and own ideas, increased tendency to take on finished teaching material).
Satisfactory: the graduate is sufficiently focused on the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows some of the selected Council of Europe documents analyzed during the seminar. He/she is less active in discussions, his/her reasoning and responses to clarifying questions reflect less interconnectedness with the literature studied, more often based on his/her own experience and general knowledge. Linking this experience and knowledge with the knowledge gained during the seminar and self-study is not always transparent. Model teaching is prepared based on the knowledge and skills acquired during the seminar, but demonstrates shortcomings (e.g. less creativity and own ideas, increased tendency to take on finished teaching material without adaptation to the target audience).
Sufficient: the graduate is sufficiently focused on the complex theme of plurilinguism and multilingualism, has a basic overview of selected studies and their didactic implications, he/she is sufficiently familiar with some of the selected Council of Europe documents analyzed during the seminar. He/she participates less actively in discussions, his/her arguments and responses to clarifying questions reflect less interconnectedness with the literature studied, rather based on his/her own experience and general knowledge, which are not always revised on the basis of the knowledge gained during the seminar and self-study. Model learning is prepared on the basis of the knowledge and skills acquired during the seminar, but demonstrates various shortcomings (e.g. less creativity and own ideas, increased tendency to take over finished teaching material without adaptation for the target audience, less internal consistency).

**Learning outcomes:**

Objectives of education: to provide an introduction to the theme of multilingualism in relation to language teaching, to get familiar with basic knowledge of multilingualism (e.g. theoretical definitions such as the first language, the second language and the third language, the concept of a dominant linguistic constellation, psycholinguistic studies on the acquisition of third languages, the concept of pluralistic competence), to raise graduates' awareness of the importance of multilingualism, which is at the heart of European language policy, to give an overview of multilingual approaches in language teaching.
Educational outcomes: Graduates of the subject acquire knowledge of the theoretical conceptualisation of multilingualism, the impact and implications of multilingualism on language teaching, the importance of multilingualism in European language policy; develop a skill to orientate itself in the diversity of teaching methods and multilingual approaches to language teaching and learning, and a skill to apply these methods and approaches in practice, also on the basis of the practical experience gained in this seminar. The theoretical and didactic competencies acquired will allow graduates to adapt language teaching to the diverse needs of multilingual learners.

**Class syllabus:**
Block 1: linguistic diversity and language learning (theoretical definitions of basic terms such as first language, second language, third languages, dominant linguistic constellation, multilingualism, plurilinguism, concept of plurilingual competence).
Block 2: multilingualism as a central element of European language policy (Council of Europe Recommendations on a comprehensive approach to language teaching and learning, plurilingual and pluricultural competence in the CEFR, FREPA framework).
Block 3: psycholinguistic studies on multilingualism (M-factor concept, importance of metallisive and cross-linguistic awareness, positive impact of multilingualism on cognitive processes).
Block 4: multilingualism and education: multilingual approaches to language teaching and learning (e.g. language awakening, integrated language approach, understanding between related languages, an approach developing pluricultural competence, translanguaging as a pedagogical approach, attractions and inspirational examples in research and practice).

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
Current resources from the EC and domestic institutions from research in education.
COUNCIL OF EUROPE. 2020. Common European Framework of reference for languages: learning, teaching, assessment. Companion volume with new descriptors. Strasbourg, France: Council of Europe. 235 pp.
DUCHOŇOVÁ, Z. 2014. Viacjazyčnosť vo vyučovaní na základných školách. Bratislava: Mpc: metodicko-pedagogické centrum. 72 s. ISBN: 978-80-565-0009-5.
EURÓPSKA KOMISIA. 2015. Zjednotení v rozmanitosti. Brusel, (pdf document)
GRIMA A. C., CANDELIER M., CASTELLOTTI V., LŐRINCZ I., MEIßNER F.-J., MOLINIÉ M., NOGUEROL A., PIETRO J.-F. DE, SCHRÖDER-SURA A. 2012. FREPA: A Framework of reference for pluralistic approaches to languages and cultures - Competences and resources, Council of Europe Publishing, Strasbourg. ISBN: 978-92-871-7173-3.
SCHWARZER, D., ACOSTA, Ch. 2014. Two Activities for Multilingual Students Learning in Monolingual Classrooms, Journal of Multilingual Education, 5, 93-110. URL: http://fordham.bepress.com/jmer/vol5/iss1/6
VETTER, E., JESSNER, U. (eds) International Research on Multilingualism: Breaking with the Monolingual Perspective. Multilingual Education, vol 35. Springer, Cham. 254 s. ISBN:978-3-030-21382-4 https://doi.org/10.1007/978-3-030-21380-0_13

**Languages necessary to complete the course:**
Slovak language, English language (passive)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 16

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 87,5 | 0,0 | 6,25 | 0,0 | 0,0 | 0,0 | 6,25 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde002/22 | Methodology of writing specialized texts in German language |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendence).
Student workload: 11x 2 hours of direct teaching = 22 hours; 10 hours preparation for direct teaching, 18 hours preparation for seminar work. Total 50 hours of student work.
Teaching methods: expository (explanation of theoretical knowledge in the field of writing professional texts and creating final theses, fixation (training of typical vocabulary for individual types of professional texts in the final thesis), diagnostic and classification, etc.

**Number of credits:** 4

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
assessment (seminar work - 100/0)
The prerequisite for obtaining the grade is the preparation of a seminar paper.
The grade is awarded on a scale:
A (100 - 91%, excellent - outstanding)
B (90 - 81%, very good - above average standard)
C (80 - 73%, good - normal reliable work)
D (72 - 66%, satisfactory - acceptable results)
E (65 - 60%, satisfactory - results meet minimum criteria)
Fx (59 - 0%, inadequate - extra work required).
Excellent: precise formulation of the intent of the thesis, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, nuanced language, correct use of technical terms, well-read style, minimal grammatical, orthographic and stylistic errors.
Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, only a small number of grammatical, orthographic and stylistic errors.
Good: treatment of the topic in relation to the objectives, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level.

Satisfactory: only a rough outline of the problem addressed, superficial knowledge of the scientific context, several grammatical, orthographic, stylistic errors, a greater number of grammatical, orthographic and stylistic errors.
Sufficient: sufficient treatment of the topic, minimal or no knowledge of the scientific context, a large number of orthographic, stylistic errors.
Scale of assessment (preliminary/final): assessment (seminar work - 100/0)

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to learn how to work with professional texts and their specifics in terms of content and form.
Learning outcomes: the graduate of the course knows the linguistic and content specifics of professional texts and can create professional texts, will be prepared to independently conceive the final thesis with regard to its formal and content criteria. The student will be familiar with and be able to navigate through primary and secondary professional and scientific sources in the field of study. Knows and can apply the principles of authorial ethics. Knows how to apply the principles of writing a professional text, has sufficient knowledge of the theoretical basis of scientific work and research methods.
The graduate will acquire the following transferable competences: communication skills in presentation, analytical skills based on the analysis of the assignment, creativity and abstract thinking skills, critical thinking skills when working with scientific literature and thinking in context. On the basis of the course, the student will understand the basics of working with professional texts, analyses them, apply theoretical knowledge in the drafting of professional texts and acquire competences in the field.

**Class syllabus:**

Course outcomes of subject (content):
Characteristics of a professional text in terms of form and content. Professional and scientific writing style. Choosing and defining the topic of a professional text. Working with the professional text, abstract creation. Formal criteria of the bachelor's thesis. Content structure of the bachelor thesis. Working with professional literature and online resources. Citation and paraphrase. Presentation of the bachelor thesis project. The content of the course contributes to the profile of the graduate, as it should sufficiently master the theoretical foundations of scientific work.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
KATUŠČÁK, D. 2013. Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 2013. 162 s. ISBN 8089132454
Recommended readings:
GAVORA, P. 2008. Úvod do pedagogického výskumu. 4.vyd. Bratislava: Univerzita Komenského, 2008. 236 s. ISBN 978-80-223-2391-8

**Languages necessary to complete the course:**

Slovak, German

**Notes:**

**Past grade distribution**
Total number of evaluated students: 56

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 46,43 | 0,0 | 23,21 | 10,71 | 10,71 | 5,36 | 3,57 |

**Lecturers:** Elisabeth Oberlerchner

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde033/22 | Multicultural education |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects:
Prerequisites for successful completion of the course:
Weighting of interim and final assessment: 100/0, the course ends with an assessment.
Students will develop two interim activities/projects as part of the interim coursework assessed at 40% and 40%. Activity and preparation in seminars is assessed (20%). A total of 100% of the interim assessment.
Students will choose one of the activities, work it systematically and develop it into a comprehensive lesson preparation according to this structure:
a. Objectives of the activity (what skills and abilities it develops - students will choose an appropriate topic according to their apprenticeship, where they will be able to apply the activity as a cross-cutting theme).
b. Target group of the activity (for which pupils it could be used).
c. Time and space (how long it would take, any special space requirements).
d. Activity flow (a brief scenario of how the student would carry it out).
e. Evaluation of the activity (different ways of assessing pupils, self-assessment, etc.).
f. Theoretical perspective on the activity (interpretation of the activity based on at least three key words from multicultural education theory).
g. Literature used.
The evaluation will assess the fulfilment of the principles of multicultural education, the suitability of the activity for teaching within the cross-cutting theme of multicultural education, the systematic nature of the preparation and the interconnectedness of its components. Negative evaluations are given to projects that could reinforce stereotypes and prejudices among pupils or in which students present stereotypical views of other cultures.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), students will produce an original project that is thought through as a coherent whole to develop intercultural understanding, all criteria are met at an excellent level.
B (90-81%, very good - above average standard), students creatively develop a project that will assist in developing intercultural understanding, Criteria are met at a very good level.

C (80-73%, good - normal reliable work), students will produce a project that does not undermine the principles of multicultural education, Criteria are met at a good level.
D (72-66%, satisfactory - acceptable results), students will develop a project that is not internally intertwined but does not violate the principles of multicultural education, the criteria are met satisfactorily.
E (65-60%, sufficient - results meet minimum criteria), students will develop a project that marginally undermines the principles of multicultural education, Criteria are met sufficiently.
Fx (59-0%, insufficient - extra work required), students will develop a project that promotes cultural stereotypes and biases. The project does not meet the minimum criteria.

**Learning outcomes:**

Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students understand the principles and practices of multicultural education. They know how to work with stereotypes and prejudices in the classroom. They can plan and design multicultural education and integrate it as a cross-curricular topic in the classroom. They develop intercultural understanding. They master the main didactical procedures for the implementation of multicultural education as a cross-cutting theme.
Learning objectives:
To provide students with the basic information needed to understand the principles of multicultural education as a cross-cutting theme in the national curriculum. To teach students how to work with the issue of stereotypes and prejudices, to teach them how to plan and design multicultural education in schools as a cross-cutting theme. To familiarize students with the basic didactic practices in the implementation of multicultural education in education.

**Class syllabus:**

Brief outline of the course:
The problem facing multicultural education - stereotypes and prejudices in us. Encountering another culture. Culture shock. How we get information about other cultures. How to cope with the arrival of foreigners. What we think about intercultural communication. Migration and values in multicultural education. How to proceed in multicultural education. Assessment in multicultural education.

**Recommended literature:**

Recommended reading:
Compulsory reading:
MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti. ISBN 978-80-969271-4-2
MISTRÍK, E. a kol. 2006: Multi-kulti-na školách. Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku. ISBN 80-89008-21-6
Recommended reading:
KASÍKOVÁ, H. a kol. (2003). Interkulturní výchova a vzdělávání: efektivní metody a formy. Praha : FF UK. (bez ISBN)
KOMINAREC, I. – KOMINARECOVÁ, E. (2009). Multikulturalita a komunikácia. Prešov : PO. ISBN 978-80-555-0061-4
MISTRÍK, E. (2008). Multikultúrna výchova. In: Školské vzdelávacie programy. Praktický manuál pre zostavenie vlastného školského vzdelávacieho programu. 3. E1. Bratislava : RAABE. ISBN 978-80-89182-27-5
PRŮCHA. J. (2006). Multikulturní výchova. Praha : Triton. ISBN 80-7254-866-2
VANČÍKOVÁ, K. (2013). Multikultúrna výchova, jej miesto v súčasnej škole. Banská Bystrica: PdF UMB. ISBN 978-80-557-0512-5

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 134

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 68,66 | 0,0 | 20,15 | 5,22 | 0,0 | 0,0 | 5,97 |

**Lecturers:** Mgr. Lucia Hlavatá, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde033/22 | Multicultural education |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects:
Prerequisites for successful completion of the course:
Weighting of interim and final assessment: 100/0, the course ends with an assessment.
Students will develop two interim activities/projects as part of the interim coursework assessed at 40% and 40%. Activity and preparation in seminars is assessed (20%). A total of 100% of the interim assessment.
Students will choose one of the activities, work it systematically and develop it into a comprehensive lesson preparation according to this structure:
a. Objectives of the activity (what skills and abilities it develops - students will choose an appropriate topic according to their apprenticeship, where they will be able to apply the activity as a cross-cutting theme).
b. Target group of the activity (for which pupils it could be used).
c. Time and space (how long it would take, any special space requirements).
d. Activity flow (a brief scenario of how the student would carry it out).
e. Evaluation of the activity (different ways of assessing pupils, self-assessment, etc.).
f. Theoretical perspective on the activity (interpretation of the activity based on at least three key words from multicultural education theory).
g. Literature used.
The evaluation will assess the fulfilment of the principles of multicultural education, the suitability of the activity for teaching within the cross-cutting theme of multicultural education, the systematic nature of the preparation and the interconnectedness of its components. Negative evaluations are given to projects that could reinforce stereotypes and prejudices among pupils or in which students present stereotypical views of other cultures.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), students will produce an original project that is thought through as a coherent whole to develop intercultural understanding, all criteria are met at an excellent level.
B (90-81%, very good - above average standard), students creatively develop a project that will assist in developing intercultural understanding, Criteria are met at a very good level.

C (80-73%, good - normal reliable work), students will produce a project that does not undermine the principles of multicultural education, Criteria are met at a good level.
D (72-66%, satisfactory - acceptable results), students will develop a project that is not internally intertwined but does not violate the principles of multicultural education, the criteria are met satisfactorily.
E (65-60%, sufficient - results meet minimum criteria), students will develop a project that marginally undermines the principles of multicultural education, Criteria are met sufficiently.
Fx (59-0%, insufficient - extra work required), students will develop a project that promotes cultural stereotypes and biases. The project does not meet the minimum criteria.

**Learning outcomes:**

Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students understand the principles and practices of multicultural education. They know how to work with stereotypes and prejudices in the classroom. They can plan and design multicultural education and integrate it as a cross-curricular topic in the classroom. They develop intercultural understanding. They master the main didactical procedures for the implementation of multicultural education as a cross-cutting theme.
Learning objectives:
To provide students with the basic information needed to understand the principles of multicultural education as a cross-cutting theme in the national curriculum. To teach students how to work with the issue of stereotypes and prejudices, to teach them how to plan and design multicultural education in schools as a cross-cutting theme. To familiarize students with the basic didactic practices in the implementation of multicultural education in education.

**Class syllabus:**

Brief outline of the course:
The problem facing multicultural education - stereotypes and prejudices in us. Encountering another culture. Culture shock. How we get information about other cultures. How to cope with the arrival of foreigners. What we think about intercultural communication. Migration and values in multicultural education. How to proceed in multicultural education. Assessment in multicultural education.

**Recommended literature:**

Recommended reading:
Compulsory reading:
MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti. ISBN 978-80-969271-4-2
MISTRÍK, E. a kol. 2006: Multi-kulti-na školách. Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku. ISBN 80-89008-21-6
Recommended reading:
KASÍKOVÁ, H. a kol. (2003). Interkulturní výchova a vzdělávání: efektivní metody a formy. Praha : FF UK. (bez ISBN)
KOMINAREC, I. – KOMINARECOVÁ, E. (2009). Multikulturalita a komunikácia. Prešov : PO. ISBN 978-80-555-0061-4
MISTRÍK, E. (2008). Multikultúrna výchova. In: Školské vzdelávacie programy. Praktický manuál pre zostavenie vlastného školského vzdelávacieho programu. 3. E1. Bratislava : RAABE. ISBN 978-80-89182-27-5
PRŮCHA. J. (2006). Multikulturní výchova. Praha : Triton. ISBN 80-7254-866-2
VANČÍKOVÁ, K. (2013). Multikultúrna výchova, jej miesto v súčasnej škole. Banská Bystrica: PdF UMB. ISBN 978-80-557-0512-5

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 134

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 68,66 | 0,0 | 20,15 | 5,22 | 0,0 | 0,0 | 5,97 |

**Lecturers:** Mgr. Lucia Hlavatá, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde020/22 | Pathopsychology for teachers |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 149

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 52,35 | 0,0 | 34,9 | 5,37 | 0,0 | 1,34 | 6,04 |

**Lecturers:**

**Last change:** 22.04.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde020/22 | Pathopsychology for teachers |

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

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 149

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 52,35 | 0,0 | 34,9 | 5,37 | 0,0 | 1,34 | 6,04 |

**Lecturers:**

**Last change:** 22.04.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde028/22 | **Course title:**<br>Pedagogy of individuals with special educational needs |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 1., 3., 5. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).

The rating is awarded on a scale:

A (100-91%, excellent - excellent results with only minimal errors),

B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),

E (65-60%, sufficient - results meet minimum criteria),

Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course Pedagogy of Individuals with Special Educational Needs is to make available basic information about the specifics of educating individuals with special educational needs and to prepare the student for pedagogical work in the context of the diversity of the educated population. The student will be able to define the term special educational needs, categorize individuals with special educational needs (SEN) in relation to the current system of special education and in accordance with current legislation. Becomes familiar with basic terminology in special education. Is able to characterize the educational opportunities for individuals with SEN. Can explain the implications of a disability/impairment/threat and/or other SEN in the educational process. Knows and understands the specifics of educating individuals with SEND. Can name and justify selected support measures in the education of children and pupils with SEND. Explain the importance of the teacher's cooperation with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN included in mainstream education. Know the educational programmes for pupils with SEND and understand the Individual Education Programme document. The student is prepared to address the risks associated with the inclusion of a pupil with SEND in a classroom of able-bodied classmates.
Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

**Class syllabus:**
Brief outline of the course:
General foundations and terminological definition of special education.
Definition of basic terms in special education.
Trends in education, current opportunities and legislative conditions in education of individuals with SEND (with a focus on inclusive education).
Specifics of education and support measures for children and pupils with SEN according to individual categories:
pupils with intellectual disabilities and cognitive impairment; pupils with autism spectrum disorder; pupils with physical disabilities, illnesses and disabilities; pupils with impaired communication skills; pupils with specific learning disabilities; pupils with behavioural disorders; pupils from socially disadvantaged backgrounds; gifted and exceptionally gifted pupils.
Educational programmes and individual educational programme for pupils with SEN.
The position of a pupil with SEN in a class group of intact classmates.

Cooperation of the teacher with other pedagogical and professional staff of the school and the school counselling centre in the care of SEN pupils (inclusive team).

**Recommended literature:**

Compulsory reading:
LECHTA, V. (eds.), (2016). Inkluzivní pedagogika. Praha: Portál, 600 s. ISBN 978-80-262-1123-5.
VAŠEK, Š. (2013). Základy špeciálnej pedagogiky. Bratislava: SAPIENTIA. 213 s. ISBN 978-80-89229-21-5. http://www.specialnazs.sk/files/Stefan_Vasek_-_Zaklady_specialnej_pedagogiky.pdf
VLADOVÁ, K., a LECHTA, V., a kol., (2017). Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Bratislava: ŠPÚ, 201 s. ISBN 978-80-8118-196-2. https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/intelektove-nadanie.pdf
Vzdelávacie programy pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním: Štátny pedagogický ústav
Zákon č. 245/2008 o výchove a vzdelávaní školský zákon a prislúchajúce vyhlášky
Recommended literature
BOOTH, T., AINSCOW, M., (2019). Index inklúzie: príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Nadácia pre deti Slovenska, 224 s. ISBN 978-80-89403-19-6. https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf
HARČARÍKOVA, T. (eds.),2020. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami (zborník vedeckých príspevkov), Bratislava: IRIS, 187 s. ISBN 978-80-8200-058-3.
FISCHER, S., ŠKODA, J. (2008). Speciální pedagogika. Praha: Triton, 206 s. ISBN 978-80-7387-014-0.
Katalogy podpůrných opatření pro žáky s potřebou podpory ve vzdělávání z důvodu zdravotního nebo sociálního znevýhodnění. Olomouc: Univerzita Palackého v Olomouci, 2015.
RENOTIÉROVÁ, M. a kol. (2006). Speciální pedagogika. Olomouc: UP, 313 s. ISBN 80-244-0873-2.
SLOWÍK, J. (2007). Speciální pedagogika. Praha: Portál, 160 s. ISBN 97-880-2471733-3.
ŠUHAJOVÁ, I. (2014). Termín špeciálne výchovno-vzdelávacie potreby versus dodatočné podporné opatrenia. In Efeta-otvor sa, 24(2), 2014.
TARCSIOVÁ, D.- JURÁNEKOVÁ, Z.- TOMÁŠKOVÁ, M. (2021). Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej škole. Bratislava: IRIS, 114 s. ISBN 978-80-8200-100-9.
VALENTA, M. at al. (2014). Přehled speciální pedagogiky. Praha: Portál, 224 s. ISBN 97-880-2620602-6.
ZEMANČÍKOVÁ, V. (2015). Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015.
ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 2014.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

| **Past grade distribution**<br>Total number of evaluated students: 195 | | | | | | |
|---|---|---|---|---|---|---|
| A | ABS | B | C | D | E | FX |
| 17,44 | 0,0 | 36,92 | 26,15 | 9,74 | 4,1 | 5,64 |
| **Lecturers:** Mgr. Vladimíra Zemančíková, PhD. | | | | | | |
| **Last change:** 09.11.2022 | | | | | | |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. | | | | | | |

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde028/22 | **Course title:**<br>Pedagogy of individuals with special educational needs |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).

The rating is awarded on a scale:

A (100-91%, excellent - excellent results with only minimal errors),

B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),

E (65-60%, sufficient - results meet minimum criteria),

Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course Pedagogy of Individuals with Special Educational Needs is to make available basic information about the specifics of educating individuals with special educational needs and to prepare the student for pedagogical work in the context of the diversity of the educated population. The student will be able to define the term special educational needs, categorize individuals with special educational needs (SEN) in relation to the current system of special education and in accordance with current legislation. Becomes familiar with basic terminology in special education. Is able to characterize the educational opportunities for individuals with SEN. Can explain the implications of a disability/impairment/threat and/or other SEN in the educational process. Knows and understands the specifics of educating individuals with SEND. Can name and justify selected support measures in the education of children and pupils with SEND. Explain the importance of the teacher's cooperation with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN included in mainstream education. Know the educational programmes for pupils with SEND and understand the Individual Education Programme document. The student is prepared to address the risks associated with the inclusion of a pupil with SEND in a classroom of able-bodied classmates.
Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

**Class syllabus:**
Brief outline of the course:
General foundations and terminological definition of special education.
Definition of basic terms in special education.
Trends in education, current opportunities and legislative conditions in education of individuals with SEND (with a focus on inclusive education).
Specifics of education and support measures for children and pupils with SEN according to individual categories:
pupils with intellectual disabilities and cognitive impairment; pupils with autism spectrum disorder; pupils with physical disabilities, illnesses and disabilities; pupils with impaired communication skills; pupils with specific learning disabilities; pupils with behavioural disorders; pupils from socially disadvantaged backgrounds; gifted and exceptionally gifted pupils.
Educational programmes and individual educational programme for pupils with SEN.
The position of a pupil with SEN in a class group of intact classmates.

Cooperation of the teacher with other pedagogical and professional staff of the school and the school counselling centre in the care of SEN pupils (inclusive team).

**Recommended literature:**

Compulsory reading:
LECHTA, V. (eds.), (2016). Inkluzivní pedagogika. Praha: Portál, 600 s. ISBN 978-80-262-1123-5.
VAŠEK, Š. (2013). Základy špeciálnej pedagogiky. Bratislava: SAPIENTIA. 213 s. ISBN 978-80-89229-21-5. http://www.specialnazs.sk/files/Stefan_Vasek_-_Zaklady_specialnej_pedagogiky.pdf
VLADOVÁ, K., a LECHTA, V., a kol., (2017). Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Bratislava: ŠPÚ, 201 s. ISBN 978-80-8118-196-2. https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/intelektove-nadanie.pdf
Vzdelávacie programy pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním: Štátny pedagogický ústav
Zákon č. 245/2008 o výchove a vzdelávaní školský zákon a prislúchajúce vyhlášky
Recommended literature
BOOTH, T., AINSCOW, M., (2019). Index inklúzie: príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Nadácia pre deti Slovenska, 224 s. ISBN 978-80-89403-19-6. https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf
HARČARÍKOVA, T. (eds.),2020. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami (zborník vedeckých príspevkov), Bratislava: IRIS, 187 s. ISBN 978-80-8200-058-3.
FISCHER, S., ŠKODA, J. (2008). Speciální pedagogika. Praha: Triton, 206 s. ISBN 978-80-7387-014-0.
Katalogy podpůrných opatření pro žáky s potřebou podpory ve vzdělávání z důvodu zdravotního nebo sociálního znevýhodnění. Olomouc: Univerzita Palackého v Olomouci, 2015.
RENOTIÉROVÁ, M. a kol. (2006). Speciální pedagogika. Olomouc: UP, 313 s. ISBN 80-244-0873-2.
SLOWÍK, J. (2007). Speciální pedagogika. Praha: Portál, 160 s. ISBN 97-880-2471733-3.
ŠUHAJOVÁ, I. (2014). Termín špeciálne výchovno-vzdelávacie potreby versus dodatočné podporné opatrenia. In Efeta-otvor sa, 24(2), 2014.
TARCSIOVÁ, D.- JURÁNEKOVÁ, Z.- TOMÁŠKOVÁ, M. (2021). Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej škole. Bratislava: IRIS, 114 s. ISBN 978-80-8200-100-9.
VALENTA, M. at al. (2014). Přehled speciální pedagogiky. Praha: Portál, 224 s. ISBN 97-880-2620602-6.
ZEMANČÍKOVÁ, V. (2015). Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015.
ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 2014.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

| **Past grade distribution**<br>Total number of evaluated students: 195 | | | | | | |
|---|---|---|---|---|---|---|
| A | ABS | B | C | D | E | FX |
| 17,44 | 0,0 | 36,92 | 26,15 | 9,74 | 4,1 | 5,64 |
| **Lecturers:** Mgr. Vladimíra Zemančíková, PhD. | | | | | | |
| **Last change:** 09.11.2022 | | | | | | |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. | | | | | | |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde032/22 | Practical Exercises in Didactics of Foreign Languages |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours a week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 14 hours elaboration of ongoing tasks; 14 hours individual work on the solution of assignment and independent study of professional literature. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, individual and group work, brainstorming, brainwriting.

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of assignments requiring individual work during the semester and a test. The interim evaluation is 100%: active participation in classroom activities 30%; solution of ongoing tasks 70%.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
After successful completion of the course, the student gained experience in teaching Italian as a foreign language in practical terms and
• is able to be creative and create various complementary teaching materials in the Italian language: texts, exercises from grammar and vocabulary, games, etc.,
• can also use and integrate other didactic materials such as songs, films or paintings in teaching in order to improve the pupil's language competence,
• demonstrates the ability to flexibly shape lessons, perform Italian language teaching dynamically and select exercises according to the language level of pupils,

• can define the objectives of teaching and formulate them in the form of teaching requirements.
• demonstrates the ability to correct pupils' mistakes in a positive and motivating way and to assess their progress according to measurable and objective criteria.

**Class syllabus:**
• Creation of didactic materials for teaching Italian.
• How to specifically teach language activities: oral and written speech, listening and reading with comprehension.
• Clock planning. Methods for identifying educational needs and setting targets.
• Evaluation and correction of errors. Methods of interpretation of the teaching process on the basis of testing and observations, methods of evaluation and methodology of classification.

**Recommended literature:**
BALDASSARRI, D. 2008. Lavorare in classe. Techniche e attività nelle classi di italiano seconda lingua. Perugia : Guerra, 2008. 141 p. ISBN 978-88-557-0098-6.
DIADORI, P., PALERMO, M., TRONCATELLI, D., 2009. Manuale di didattica dell'italiano
KOL. 2006. La formazione degli insegnanti di italiano L2: ruolo e competenze nella classe di lingua. Roma : Edilingua, 2006. 196 p. ISBN 978-960-6632-85-3.
KOL. 2006. La valutazione delle competenze linguistico-comunicative in italiano L2. Roma : Edilingua, 2006. 204 p. ISBN 960-6632-63-6.
MEZZADRI, M. 2007. Insegnare a comprendere. Perugia : Guerra, 2007.95 p. ISBN 978-88-557-0023-8.
L2. Perugia: Guerra, 2009. 296 p. ISBN: 978-88-557-0194-5
Basic pedagogical documents (State Educational Programme)
PALÁGYI, T. 2011. Le nouvel ordre des mots : réflexions sur les traductions en euro-hongrois. In: ÖT KONTINENS – ELTE Budapest: 2, p. 23-28, ISSN 1589-3839
COUNCIL OF EUROPE OF THE EUROPEAN UNION. 2017. Common European Framework of Reference for Languages. Bratislava: State Pedagogical Institute. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

**Languages necessary to complete the course:**
Slovak and Italian, French (passive knowledge)

**Notes:**

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

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

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, doc. Tivadar Palágyi, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde032/22 | Practical Exercises in Didactics of Foreign Languages |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours a week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours in-person teaching; 14 hours elaboration of ongoing tasks; 14 hours individual work on the solution of assignment and independent study of professional literature. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, individual and group work, brainstorming, brainwriting.

**Number of credits:** 2

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of assignments requiring individual work during the semester and a test. The interim evaluation is 100%: active participation in classroom activities 30%; solution of ongoing tasks 70%.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
After successful completion of the course, the student gained experience in teaching Italian as a foreign language in practical terms and
• is able to be creative and create various complementary teaching materials in the Italian language: texts, exercises from grammar and vocabulary, games, etc.,
• can also use and integrate other didactic materials such as songs, films or paintings in teaching in order to improve the pupil's language competence,
• demonstrates the ability to flexibly shape lessons, perform Italian language teaching dynamically and select exercises according to the language level of pupils,

• can define the objectives of teaching and formulate them in the form of teaching requirements.
• demonstrates the ability to correct pupils' mistakes in a positive and motivating way and to assess their progress according to measurable and objective criteria.

**Class syllabus:**
• Creation of didactic materials for teaching Italian.
• How to specifically teach language activities: oral and written speech, listening and reading with comprehension.
• Clock planning. Methods for identifying educational needs and setting targets.
• Evaluation and correction of errors. Methods of interpretation of the teaching process on the basis of testing and observations, methods of evaluation and methodology of classification.

**Recommended literature:**
BALDASSARRI, D. 2008. Lavorare in classe. Techniche e attività nelle classi di italiano seconda lingua. Perugia : Guerra, 2008. 141 p. ISBN 978-88-557-0098-6.
DIADORI, P., PALERMO, M., TRONCATELLI, D., 2009. Manuale di didattica dell'italiano
KOL. 2006. La formazione degli insegnanti di italiano L2: ruolo e competenze nella classe di lingua. Roma : Edilingua, 2006. 196 p. ISBN 978-960-6632-85-3.
KOL. 2006. La valutazione delle competenze linguistico-comunicative in italiano L2. Roma : Edilingua, 2006. 204 p. ISBN 960-6632-63-6.
MEZZADRI, M. 2007. Insegnare a comprendere. Perugia : Guerra, 2007.95 p. ISBN 978-88-557-0023-8.
L2. Perugia: Guerra, 2009. 296 p. ISBN: 978-88-557-0194-5
Basic pedagogical documents (State Educational Programme)
PALÁGYI, T. 2011. Le nouvel ordre des mots : réflexions sur les traductions en euro-hongrois. In: ÖT KONTINENS – ELTE Budapest: 2, p. 23-28, ISSN 1589-3839
COUNCIL OF EUROPE OF THE EUROPEAN UNION. 2017. Common European Framework of Reference for Languages. Bratislava: State Pedagogical Institute. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

**Languages necessary to complete the course:**
Slovak and Italian, French (passive knowledge)

**Notes:**

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

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

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, doc. Tivadar Palágyi, PhD., prof. György Domokos, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde038/17 | Practical Italian Language 1. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 11 hours continuous preparation for lessons; 15 hours preparation of ongoing tasks, 2 hours preparation (repetition) for the test. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, written tasks, work in small groups, controlled self-study.

**Number of credits:** 2

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of a continuous evaluation, for which he/she can receive a total of 100 points, of which:
30 points: realization of activities in the classroom
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of language proficiency (short test)
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to enable the acquisition of language competence at A2 level under the CEFR to those students who are interested in improving their competence and need to work in a targeted way to adopt grammar and vocabulary to reach this level and to improve receptive, productive and interactive skills in Italian beyond compulsory and compulsory optional subjects.
After successful completion of the course, the student

• can understand the main ideas of sound recording in literary speech from ordinary or academic life or conversation between native speakers,
• can understand relatively quickly the global meaning of text in the literary language, can synthesize information and arguments from various sources,
• understands also more complex instructions and instructions,
• is able to express himself on various topics close to his/her field or areas of interest, aptly describe events, experiences, stories, etc.,
• is able to elaborate the idea, both verbally and in writing, and supplement it with examples or arguments, in the discussion to briefly explain his opinion on the current problem, indicating the advantages and disadvantages of different approaches.

**Class syllabus:**
- Practical exercises to improve language competence: grammatical and lexical phenomena according to students' needs, e.g. use and omission of members, past times, structures with an indefinite/transition/subdivision, etc.
- Activities supporting the development of strategies in the performance of individual language activities and autonomy of learners (self-assessment of progress, e-learning).
- Developing contextual grammar with links to topics such as:
• University world and study, student mobility, student life.
• Traditions and festivities in Italian regions; controversial customs and traditions.
• Music and dance, musical instruments, famous artists.
• Natural conditions, climate change and their impact on the countryside.
• Other topical topics in a given period (taking into account the composition of the group and the interests of students).

**Recommended literature:**
DUSO, E.: Grammatica dell'italiano L2. Roma: Carocci editore. ISBN: 978-88-430-9263-5. (selected chapters).
LO DUCA, M. G., FRATTER, I.: Il lessico possibile. Strategie lessicali e insegnamento dell'italiano come L2. Roma: Aracne. ISBN-1 : 978-8854820159.

**Languages necessary to complete the course:**
Slovak and Italian

**Notes:**

**Past grade distribution**
Total number of evaluated students: 44

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 72,73 | 0,0 | 18,18 | 9,09 | 0,0 | 0,0 | 0,0 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde039/17 | Practical Italian Language 2. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 11 hours continuous preparation for lessons; 15 hours preparation of ongoing tasks, 2 hours preparation (repetition) for the test. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, written tasks, work in small groups, controlled self-study.

**Number of credits:** 2

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of a continuous evaluation, for which he/she can receive a total of 100 points, of which:
30 points: realization of activities in the classroom
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of language proficiency (short test)
At least 60% of the scoring must be obtained in order to complete the subject successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to enable the acquisition of language competence at B2.2 level according to the CEFR to those students who are interested in improving their competence and need to work in a targeted way to adopt grammar and vocabulary to reach this level and to improve receptive, productive and interactive skills in Italian beyond compulsory and compulsory optional subjects.
After successful completion of the subject, the student

• can understand the audio recording in the literary language on topics from the mainstream or academic sphere; adequately monitor the conversation between native speakers,
• is able to quickly understand the global meaning of the text in the literary language and to identify important details, synthesize and evaluate information and arguments from various sources,
• can create a developed description on various topics close to his field or area of interest, present the selected topic aptly with emphasis on the main ideas,
• is able to develop reasoning and support his/her views with examples,
• be able to give clearly a pre-prepared short speech and spontaneously answer the supplementary questions referred,
• has the ability to use description and paraphrase to cover gaps in vocabulary and grammar.

**Class syllabus:**

Type of activities:
- Practical exercises to improve language competence: grammatical and lexical phenomena according to students' needs, e.g. use of conjunctive/indicator in conjunctions, past times of conjunctiva and their use, related pronouns, prepositional ties of verbs, etc.
- Activities supporting the development of strategies in the performance of individual language activities and autonomy of learners (self-assessment of progress, e-learning).
- Developing contextual grammar with links to topics such as:
- Traveling and getting to know new cultures, cultural differences and misunderstandings.
- Mass media, new technologies and their impact on children and youth.
- Classical and modern art, boundaries of art, taste and kitsch.
- Personalities of world importance coming from Italy and their contribution.
- Other topical topics in a given period (taking into account the composition of the group and the interests of students).

**Recommended literature:**

Authentic and adapted documents (texts, audio recordings, videos)
DUSO, E.: Grammatica dell'italiano L2. Roma: Carocci editore. ISBN: 978-88-430-9263-5. (selected chapters)
BLASI, V. Storie italiane. Firenze: Alma Edizioni. ISBN: 978-88-6182-626-7.

**Languages necessary to complete the course:**

Slovak and Italian

**Notes:**

**Past grade distribution**

Total number of evaluated students: 32

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 81,25 | 0,0 | 18,75 | 0,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde040/17 | Practical Italian Language 3. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 11 hours continuous preparation for lessons; 15 hours preparation of ongoing tasks, 2 hours preparation (repetition) for the test. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, written tasks, work in small groups, controlled self-study.

**Number of credits:** 2

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of a continuous evaluation, for which he/she can receive a total of 100 points, of which:
30 points: realization of activities in the classroom
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of language proficiency (short test)
At least 60% of the scoring must be obtained in order to complete the subject successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to enable the consolidation of language competence at B2.2 level according to the CEFR to those students who are interested in improving their competence and need to work in a targeted way to practice grammar and vocabulary and to improve receptive, productive and interactive skills in Italian beyond compulsory and compulsory optional subjects.
After successful completion of the course, the student

• Can understand standard speech audio recordings on topics from different areas; sufficiently understand the conversation between native speakers,
• can also understand more complex texts from its specialization and identify important details,
• can present in detail various topics close to his/her field or area of interest, write a detailed description of actual or fictional events,
• is able to develop arguments, both verbally and in writing, and to support his views with examples and arguments,
• can give a logically constructed speech, highlight important ideas and details, spontaneously answer supplementary questions and follow up on interesting ideas,
• has the ability to compensate, by description or paraphrase, to compensate for gaps in vocabulary and grammar, able to correct its renunciations and errors.

**Class syllabus:**
Type of activities:
- Practical exercises to improve language competence: grammatical and lexical phenomena according to the needs of students, e.g. grammar and lexical phenomena according to the needs of students. Use of the indicator/conjunctive in the sub-phrases of the adverb - condition, consequence, modal, purposeful; direct and indirect speech, sequence of times in the indicator and conjunctive, etc.
- Activities supporting the development of strategies in the performance of individual language activities and autonomy of learners (self-assessment of progress, e-learning).
- Developing contextual grammar with links to topics such as:
- Important historical figures of Italy from today's perspective, critical assessment of their contribution in the context of their time and present.
- Italian cinematography, major films/series, their perception by today's viewer.
- Physical and mental health and diseases, civilization diseases, different approaches to treatment.
- Employment and current problems, job search, preparation for a job interview.
- Other topical topics in a given period (taking into account the composition of the group and the interests of students).

**Recommended literature:**
Authentic and adapted documents (texts, audio recordings, videos)
DUSO, E.: Grammatica dell'italiano L2. Roma: Carocci editore. ISBN: 978-88-430-9263-5. (selected chapters)
LO DUCA, M. G., FRATTER, I.: Il lessico possibile. Strategie lessicali e insegnamento dell'italiano come L2. Roma: Aracne. ISBN-13: 978-8854820159.

**Languages necessary to complete the course:**
Slovak and Italian

**Notes:**

**Past grade distribution**
Total number of evaluated students: 14

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

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde024/22 | Practical exercises in German grammar I |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendence).
Student workload: 11 x 2 hours of direct teaching = 22 hours; 14 hours of preparation for mid-term assessment (paper); 14 hours of test preparation. Total 50 hours of student work.
Teaching methods: explanation, interview, discussion, brainstorming, own work.
Teaching methods: explanation, interview, discussion, brainstorming, students' own work, work with internet resources, practice, revision.

**Number of credits:** 2

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
During the semester, the student will prepare a visual presentation, present a paper, and take a final test. Active participation in seminars, independent and group problem solving, and the student's own creative work are required. Points: active participation in seminars: 30 points, preparation/ presentation of a paper: 30 points, test: 40 points (100/0).
The grade is awarded on a scale of:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: demonstration of excellent knowledge of the topic, ability to demonstrate theoretical knowledge flexibly and promptly with practical examples, correct use of technical terms, minimal grammatical, orthographic and stylistic errors, excellent ability to independently present the results of the work in the form of an orally presented paper, active participation in seminars, independent and group problem solving, independent, creative work during the semester.
Very good: demonstration of good knowledge of the topic, ability to demonstrate theoretical knowledge with practical examples, active participation in seminars, clear language, only a small

number of grammatical, orthographic and stylistic errors, very good ability to independently present the results of work in an orally presented paper, independent and group problem solving and own work during the semester.
Good: Demonstration of good knowledge, but the work contains inaccurate facts in relation to the topic in places, mostly correct use of technical terms, predominance of theoretical information over practical examples, grammatical, orthographic, stylistic at a good level, good ability to present the results of the work independently in the form of an orally presented paper, participation in discussions, independent and group problem-solving.
Satisfactory: apparently little knowledge related to the topic, the topic is treated mainly theoretically without implementation of practical examples, unconvincing presentation of the results of the work in the form of a report, largely correct use of technical terms, superficial preparation for seminars, a large number of grammatical, orthographic and stylistic errors, infrequent participation in discussions, group problem solving during the semester.
Sufficient: knowledge related to the topic is very weak, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, superficial preparation for seminars, poor ability to independently present theoretical knowledge in connection with practical applications, passive participation in discussions, group problem solving during the semester.
Inadequate: minimal or no knowledge of the topic, a large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies, lack of participation in discussions and group work.
Scale of assessment (preliminary/final): During the semester, the student will prepare a visual presentation, present a paper, and take a final test. Active participation in seminars, independent and group problem solving, and the student's own creative work are required. Points: active participation in seminars: 30 points, preparation/presentation of a paper: 30 points, test: 40 points (100/0).

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Educational objectives: to achieve a linguistic standard which is a condition for grammatically correct reception and production of the morphosyntactic level of texts with a focus on verb forms.
Learning outcomes: the graduate of the course will acquire the relevant terminology of German grammar. Based on the practice of grammatical structures, the student will acquire practical knowledge leading to productive skills with authentic output. The student is capable of self-reflection and self-evaluation (critically assessing his/her language level) and subsequent self-correction. Integrates the acquired knowledge and skills into his/her linguistic expression, thus improving his/her communication and presentation skills.

**Class syllabus:**
Course outcomes of subject (content):
terminology of German grammar, verb: verb timing, rhetoric - prepositional conjugation of verbs, separable and inseparable verbs, reflexive verbs, auxiliary tense verbs, auxiliary modal verbs, infinitive, regular verb conjugations, verb tense - (in)regular forms in the past tense, past tense with haben/sein; verb genitive.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
DREYER, H. 2009. Lehr- und Übungsbuch der deutschen Grammatik aktuell 1.Aufl., Ismaning: Hueber, 2009. 392 s. ISBN 978-3-19-307255-9
Recommended readings:

FÖLDEAK, H. 2013. Deutsch üben 05. Sag´s besser, Ismaning: Hueber, 2013. 191 s. ISBN 978-3-19-007454-9
FÖLDEAK, H. 2013. Deutsch üben 06. Sag´s besser 2. 2. überarb. Aufl., Ismaning: Hueber, 2013. 191 s. ISBN 978-3-19-007454-9
HALL, K./SCHEINER, B. 2014. DaF-Übungsgrammatik für die Oberstufe B2–C2. 1. neue Ausg., Ismaning: Hueber Verlag, 2014. 359 s. ISBN 978-3-19-207448-6

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 19

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 26,32 | 0,0 | 21,05 | 21,05 | 5,26 | 5,26 | 21,05 |

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

# COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde025/22 | Practical exercises in German grammar II |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendance).
Student workload: 11 x 2 hours of direct teaching = 22 hours; 14 hours of preparation for mid-term assessment (paper); 14 hours of test preparation. Total 50 hours of student work..
Teaching methods: explanation, interview, discussion, brainstorming, students' own work, work with internet resources, practice, revision.

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
During the semester, the student will prepare a visual presentation, present a paper, and take a final test. Active participation in seminars, independent and group problem solving, and the student's own creative work are required. Points: active participation in seminars: 30 points, preparation/ presentation of a paper: 30 points, test: 40 points (100/0).
The grade is awarded on a scale of:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: demonstration of excellent knowledge of the topic, ability to demonstrate theoretical knowledge flexibly and promptly with practical examples, correct use of technical terms, minimal grammatical, orthographic and stylistic errors, excellent ability to independently present the results of the work in the form of an orally presented paper, active participation in seminars, independent and group problem solving, independent, creative work during the semester.
Very good: demonstration of good knowledge of the topic, ability to demonstrate theoretical knowledge with practical examples, active participation in seminars, clear language, only a small number of grammatical, orthographic and stylistic errors, very good ability to independently present

the results of work in an orally presented paper, independent and group problem solving and own work during the semester.
Good: Demonstration of good knowledge, but the work contains inaccurate facts in relation to the topic in places, mostly correct use of technical terms, predominance of theoretical information over practical examples, grammatical, orthographic, stylistic at a good level, good ability to present the results of the work independently in the form of an orally presented paper, participation in discussions, independent and group problem-solving.
Satisfactory: apparently little knowledge related to the topic, the topic is treated mainly theoretically without implementation of practical examples, unconvincing presentation of the results of the work in the form of a report, largely correct use of technical terms, superficial preparation for seminars, a large number of grammatical, orthographic and stylistic errors, infrequent participation in discussions, group problem solving during the semester.
Sufficient: knowledge related to the topic is very weak, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, superficial preparation for seminars, poor ability to independently present theoretical knowledge in connection with practical applications, passive participation in discussions, group problem solving during the semester.
Inadequate: minimal or no knowledge of the topic, a large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies, lack of participation in discussions and group work.
Scale of assessment (preliminary/final): During the semester, the student will prepare a visual presentation, present a paper, and take a final test. Active participation in seminars, independent and group problem solving, and the student's own creative work are required. Points: active participation in seminars: 30 points, preparation/presentation of a paper: 30 points, test: 40 points (100/0).

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Educational objectives: to achieve a linguistic standard which is a condition for grammatically correct reception and production of the morphosyntactic level of texts with a focus on selected word types. Learning outcomes: the graduate of the course will acquire the relevant terminology of German grammar. Based on the practice of grammatical structures, the student will acquire practical knowledge leading to productive skills with authentic output. The student is capable of self-reflection and self-evaluation (critically assessing his/her language level) and subsequent self-correction. Integrates the acquired knowledge and skills into his/her linguistic expression, thus improving his/her communication and presentation skills.

**Class syllabus:**
Course outcomes of subject (content):
Terminology of German grammar, grammatical categories, declension paradigms of nouns, adjectives, pronouns and numerals. Analytical, synthetic forms of comparison. Arrangement of word types in syntagmatic sentence structures.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
DREYER, H. 2009. Lehr- und Übungsbuch der deutschen Grammatik aktuell. 1.Aufl., Ismaning: Hueber, 2009. 392 s. ISBN 978-3-19-307255-9
Recommended readings:
FÖLDEAK, H. 2013. Deutsch üben 05. Sag´s besser, Ismaning: Hueber, 2013. 191 s. ISBN 978-3-19-007454-9

FÖLDEAK, H. 2013. Deutsch üben 06. Sag´s besser 2. 2. überarb. Aufl., Ismaning: Hueber, 2013. 191 s. ISBN 978-3-19-007454-9
HALL, K. – SCHEINER, B. 2014. DaF-Übungsgrammatik für die Oberstufe B2-C2. 1. neue Ausg., Ismaning: Hueber Verlag, 2014. 359 s. ISBN 978-3-19-207448-6

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 6

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 50,0 | 33,33 | 0,0 | 16,67 | 0,0 |

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

# COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde026/22 | Practical exercises in German orthoepy |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendance).
Student workload: 11 x 2 hours of direct instruction = 22 hours; 10 hours of preparation for direct instruction 18 hours of preparation for assessment. Total 50 hours of student work..
Teaching methods: motivational (motivational demonstration of written pronunciation, expository (explanation of the principles of correct articulation and pronunciation, basic principles of transcription, fixation (practice of correct pronunciation and transcription), diagnostic and classification, etc.

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
dictation (100/0)
Dictation will focus on pronunciation and transcription throughout the semester. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
The grade is awarded on a scale:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
A - excellent performance, the student has mastered the principles of pronunciation and transcription.
B - excellent performance, student masters the principles of pronunciation and transcription but makes minor errors.

C - good performance, student masters the principles of pronunciation and transcription, makes minor errors occurring fairly frequently.
D - satisfactory performance, the student masters the principles of pronunciation and transcription with only problems.
E - satisfactory performance, the student has deficiencies in pronunciation and transcription.
Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to learn correct pronunciation and the basics of transcription.
Learning outcomes: the graduate of the course masters the standard German pronunciation and the corresponding transcription signs, learns the correct pronunciation of German syllables and their linking in continuous speech with the help of different types of texts. They will also master the most important principles of phonetic transcription and their practical application. They will learn how to work with pronunciation dictionaries.
The graduate will acquire the following transferable competences: communication skills through the acquisition of correct pronunciation, motivation and the ability to acquire vocabulary at the same time as the phonological aspect of lexical units.
Knowledge: the graduate of the course knows the basics of transcription and written pronunciation.
Skills: the graduate applies the rules of written pronunciation in practical exercises and in everyday communication.
Competences: the graduate achieves a fairly good level of oral communication.
Scale of assessment (preliminary/final): dictation (100/0)

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to learn correct pronunciation and the basics of transcription.
Learning outcomes: the graduate of the course masters the standard German pronunciation and the corresponding transcription signs, learns the correct pronunciation of German syllables and their linking in continuous speech with the help of different types of texts. They will also master the most important principles of phonetic transcription and their practical application. They will learn how to work with pronunciation dictionaries.
The graduate will acquire the following transferable competences: communication skills through the acquisition of correct pronunciation, motivation and the ability to acquire vocabulary at the same time as the phonological aspect of lexical units.
Knowledge: the graduate of the course knows the basics of transcription and written pronunciation.
Skills: the graduate applies the rules of written pronunciation in practical exercises and in everyday communication.
Competences: the graduate achieves a fairly good level of oral communication.

**Class syllabus:**

Course outcomes of subject (content):
Pronunciation norm and pronunciation rules of the German language, practical training in the correct pronunciation of German vowels focused on the needs of the trainees (emphasis on sentence melody, word and sentence accents and the pronunciation of German vowels and consonants), basics of phonetic transcription, work with pronunciation dictionaries, phoneme-grapheme interrelationship in the context of speaking and writing. The graduate's profile clearly includes mastery of this linguistic level of the German language.

**Recommended literature:**

Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:

DAHMEN, S. 2017. Phonetik, Phonologie und Schrift. Stuttgart: UTB GmbH, 2017. 200 s. ISBN 9783825247522
Recommended readings:
ADAMCOVÁ, L. 2001. Phonetik der deutschen Sprache. Bratislava: Univerzita Komenského, 2001. 201 s. ISBN 80-223-1678-4
HIRSCHFELD, U., REINKE, K. 2009. 33 Aussprachespiele. Deutsch als Fremdsprache. Stuttgart: Ernst Klett Sprachen, 2009. 127 s. ISBN 978-3126751834
HiRSCHFELD, U., REINKE, K., STOCK, E. 2007. Phonotek intensiv. Aussprachetraining. München: Langenscheidt, 2007. 176 s. ISBN 978-3468497643
MANGOLD, M. 2006. Duden. Bd. 6. Das Aussprachewörterbuch. 6. prepracované a aktualizované vyd., Mannheim, Leipzig, Wien, Zürich: Bibliographisches Institut F.A. Brockhaus AG, 2006. 864 s. ISBN 978-3411040667
SCHIEMANN, E., BÖLCK, M. 2008. Hören, sprechen, richtig schreiben. 2 vyd., Stuttgart: Schmetterling Verlag, 2008. 186 s. ISBN 3-89657-805-7

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 20

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 50,0 | 0,0 | 25,0 | 5,0 | 5,0 | 5,0 | 10,0 |

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

# COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde039/22 | Pre-primary pedagogy |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching: 13 hours in block, seminar, combined form (primarily by attendance).
Organizational form: combined form; (primarily attendance).
Student workload: 2PS (2 credits): 11x 1 hour direct instruction = 11 hours; 11x 1 hour seminar = 11 hours; 3 hours preparation for discussion during seminars; 10 hours preparation for mid-term assessment; 20 hours preparation for independent work; 5 hours preparation for oral examination. Total 60 hours of student work.
Learning methods: discussion of the topic covered; argumentative discourse; independent work of the student; e-learning.

**Number of credits:** 2

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
-

**Course requirements:**
Course completion requirements:
There will be two forms of assessment during the semester (written test for 40 points; preparation of an independent work and its verbal defence for 60 points).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
Continuous assessment: written test (the student should be able to define the basic concepts, objectives and content of pre-primary pedagogy with the related terminological apparatus).
Final assessment: independent work (the student is to produce an independent work of a conceptual nature on a topic specifically defined by the teacher and submit it in electronic form, containing carefully selected evidence of how the student is developing scientific knowledge and competences related to the design of teaching and learning in pre-primary education. The student will defend the thesis in the form of an oral examination for which he/she will prepare a presentation).
The assessment is awarded on a scale:

A (100-91%, excellent - outstanding results): the student presents theoretical knowledge excellently and is able to apply it creatively and originally in the independent written work and its oral defence;
B (90-81%, very good - above average standard): the student presents theoretical knowledge at a very good level and is able to apply it creatively in a written thesis and its oral defence;
C (80-73%, good - normal reliable work): the student presents theoretical knowledge at an average level and is able to apply it adequately in the written work and its oral defence;
D (72-66%, satisfactory - acceptable results): the student presents the theoretical knowledge at a satisfactory level and can apply it adequately to the written work and its oral defence;
E (65-60%, satisfactory - results meet the minimum criteria): the student presents theoretical knowledge at a low level and is deficient in applying it to the written thesis and its oral defence;
Fx (59-0%, insufficient - additional work required): the student has significant deficiencies in theoretical knowledge and/or in its application to the written thesis and its oral defence.
Scale of assessment (preliminary/final): There will be two forms of assessment during the semester (written test for 40 points; preparation of an independent work and its verbal defence for 60 points).

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire scientific knowledge about pre-primary education. The student will be able to orient himself in the different concepts of didactic support of the child's learning and be able to analyze the differences in them. The student will be able to understand the different teaching and educational strategies for developing the child's competences in pre-primary education and be able to interpret them. As part of the course, the student will develop the following transferable competencies: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

**Class syllabus:**

Course outcomes of subject (content):
The course content contributes to the learning objectives and outcomes with the following topics:
Pre-primary pedagogy as a part of pedagogical sciences. The aim of the topic is to become familiar with the position of pre-primary pedagogy in the system of sciences. The student is to acquire knowledge of how the individual pedagogical sciences are closely related, influence and complement each other.
The subject of pre-primary pedagogy. The purpose of this topic is to familiarize the student with the issues of inquiry in pre-primary pedagogy. The student is to acquire knowledge of pre-primary pedagogy as a branch of general pedagogy. The student will be able to evaluate the importance of pre-primary pedagogy as an applied pedagogical discipline on teaching and educating children in pre-primary education.
Pedagogy of Childhood. The aim of the topic is to become familiar with the fundamental rights of children according to the Declaration of the Rights of the Child. The student is to acquire knowledge about the categories of responsibility for the protection of childhood according to the Convention on the Rights of the Child, which he/she can then apply in his/her professional activity. The contribution of educational sciences in the pedagogy of childhood.
Conceptions of childhood and early childhood. The aim of the topic is to become familiar with the understanding of childhood in the pedagogical sciences. The student is to acquire knowledge about the development of anthropological constructs of childhood and be able to understand the significance of this phase of life and the development (transformation) in educational approaches to children. The aim of the topic is to familiarize the student with early care and compulsory pre-primary education programs. The student is to acquire the ability to apply the various components of the programs that target the development of children from birth to the age when they enter school.

Pedagogically Contingent Strategies. The goal of this topic is to become familiar with the importance of promoting child development in the preschool years. The student is to acquire knowledge of theories of personal, social, cognitive, and moral development of the child. To be aware of the most important characteristics of the preschool child and to be able to develop them through pedagogically conditioned strategies.
Lay vs. erudite education of the youngest generation. The aim of the topic is to familiarize students that the process of teaching and educating preschoolers is based on learning concepts and theories of teaching. The student is to acquire knowledge about the theories of learning and teaching, their differences and didactic profile of application in the conditions of teaching and education in preschool.
Concepts of pre-primary education and teacher education. The aim of the topic is to familiarize students with the design, planning, preparation, implementation and evaluation of a teaching and education program in kindergarten conditions. The student is to acquire knowledge about the ways of modeling the process of teaching and education in kindergarten.
The processes of teaching and learning in teaching. The aim of the topic is to become familiar with the didactic influence on the child's learning and development and the professional characteristics of the teacher in teaching and education in kindergarten. The student is to acquire knowledge of the didactic specifics of the learning child and the components that make them up and the interrelationship between them, their similarity and difference from the didactic higher educational levels.
Complementary and supportive components of teaching. The aim of the topic is to become familiar with the design of children's games and the use of different methods, forms and strategies of learning, as well as the types and stages of games. The student is to acquire the competence to apply the different strategies to play activities and activities.
Aim, curriculum and pedagogical diagnosis/evaluation. The aim of the topic is to become familiar with the issue of the educational goal in the conditions of teaching in kindergarten and the issue of didactic operation with the curriculum in teaching in pre-primary education. The student should acquire knowledge about pedagogical diagnostics, goals, tools and the importance of evaluation in the conditions of teaching in kindergarten and be able to apply them in setting and determining the educational goal, as well as didactic operation with the curriculum in teaching.
Play and play in the teaching-learning context. The aim of the topic is to familiarize the student with the fact that children learn during play activities. The student is to acquire knowledge about learning in play of preschool children. The student will be able to understand that play is understood in didactics as a strategy, a method and is a means to achieve educational goals as well as a tool of pedagogical diagnosis /evaluation.

**Recommended literature:**

Odporúčaná literatúra:

KOLLÁRIKOVÁ, Z., PUPALA, B. (2001). Predškolská a elementárna pedagogika. Praha: Portál.
KOSTRUB, D. (2003). Od pedagogiky k didaktike materskej školy. Prešov: Rokus.
KOSTRUB, D. (2008). Dieťa/žiak/študent-učivo-učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus.
JAKUBÍKOVÁ, Z., KOSTRUB, D. (2009). Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. Prešov: Rokus.
KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus.
TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. (2017). Žiak, učiteľ a výučba. Prešov: Rokus.

**Languages necessary to complete the course:**

Slovak

**Notes:**

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

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

**Lecturers:**

**Last change:** 06.11.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde039/22 | Pre-primary pedagogy |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching: 13 hours in block, seminar, combined form (primarily by attendance).
Organizational form: combined form; (primarily attendance).
Student workload: 2PS (2 credits): 11x 1 hour direct instruction = 11 hours; 11x 1 hour seminar = 11 hours; 3 hours preparation for discussion during seminars; 10 hours preparation for mid-term assessment; 20 hours preparation for independent work; 5 hours preparation for oral examination. Total 60 hours of student work.
Learning methods: discussion of the topic covered; argumentative discourse; independent work of the student; e-learning.

**Number of credits:** 2

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
-

**Course requirements:**
Course completion requirements:
There will be two forms of assessment during the semester (written test for 40 points; preparation of an independent work and its verbal defence for 60 points).
A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.
Continuous assessment: written test (the student should be able to define the basic concepts, objectives and content of pre-primary pedagogy with the related terminological apparatus).
Final assessment: independent work (the student is to produce an independent work of a conceptual nature on a topic specifically defined by the teacher and submit it in electronic form, containing carefully selected evidence of how the student is developing scientific knowledge and competences related to the design of teaching and learning in pre-primary education. The student will defend the thesis in the form of an oral examination for which he/she will prepare a presentation).
The assessment is awarded on a scale:

A (100-91%, excellent - outstanding results): the student presents theoretical knowledge excellently and is able to apply it creatively and originally in the independent written work and its oral defence;
B (90-81%, very good - above average standard): the student presents theoretical knowledge at a very good level and is able to apply it creatively in a written thesis and its oral defence;
C (80-73%, good - normal reliable work): the student presents theoretical knowledge at an average level and is able to apply it adequately in the written work and its oral defence;
D (72-66%, satisfactory - acceptable results): the student presents the theoretical knowledge at a satisfactory level and can apply it adequately to the written work and its oral defence;
E (65-60%, satisfactory - results meet the minimum criteria): the student presents theoretical knowledge at a low level and is deficient in applying it to the written thesis and its oral defence;
Fx (59-0%, insufficient - additional work required): the student has significant deficiencies in theoretical knowledge and/or in its application to the written thesis and its oral defence.
Scale of assessment (preliminary/final): There will be two forms of assessment during the semester (written test for 40 points; preparation of an independent work and its verbal defence for 60 points).

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:
The aim of the course is to acquire scientific knowledge about pre-primary education. The student will be able to orient himself in the different concepts of didactic support of the child's learning and be able to analyze the differences in them. The student will be able to understand the different teaching and educational strategies for developing the child's competences in pre-primary education and be able to interpret them. As part of the course, the student will develop the following transferable competencies: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

**Class syllabus:**

Course outcomes of subject (content):
The course content contributes to the learning objectives and outcomes with the following topics:
Pre-primary pedagogy as a part of pedagogical sciences. The aim of the topic is to become familiar with the position of pre-primary pedagogy in the system of sciences. The student is to acquire knowledge of how the individual pedagogical sciences are closely related, influence and complement each other.
The subject of pre-primary pedagogy. The purpose of this topic is to familiarize the student with the issues of inquiry in pre-primary pedagogy. The student is to acquire knowledge of pre-primary pedagogy as a branch of general pedagogy. The student will be able to evaluate the importance of pre-primary pedagogy as an applied pedagogical discipline on teaching and educating children in pre-primary education.
Pedagogy of Childhood. The aim of the topic is to become familiar with the fundamental rights of children according to the Declaration of the Rights of the Child. The student is to acquire knowledge about the categories of responsibility for the protection of childhood according to the Convention on the Rights of the Child, which he/she can then apply in his/her professional activity. The contribution of educational sciences in the pedagogy of childhood.
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Pedagogically Contingent Strategies. The goal of this topic is to become familiar with the importance of promoting child development in the preschool years. The student is to acquire knowledge of theories of personal, social, cognitive, and moral development of the child. To be aware of the most important characteristics of the preschool child and to be able to develop them through pedagogically conditioned strategies.
Lay vs. erudite education of the youngest generation. The aim of the topic is to familiarize students that the process of teaching and educating preschoolers is based on learning concepts and theories of teaching. The student is to acquire knowledge about the theories of learning and teaching, their differences and didactic profile of application in the conditions of teaching and education in preschool.
Concepts of pre-primary education and teacher education. The aim of the topic is to familiarize students with the design, planning, preparation, implementation and evaluation of a teaching and education program in kindergarten conditions. The student is to acquire knowledge about the ways of modeling the process of teaching and education in kindergarten.
The processes of teaching and learning in teaching. The aim of the topic is to become familiar with the didactic influence on the child's learning and development and the professional characteristics of the teacher in teaching and education in kindergarten. The student is to acquire knowledge of the didactic specifics of the learning child and the components that make them up and the interrelationship between them, their similarity and difference from the didactic higher educational levels.
Complementary and supportive components of teaching. The aim of the topic is to become familiar with the design of children's games and the use of different methods, forms and strategies of learning, as well as the types and stages of games. The student is to acquire the competence to apply the different strategies to play activities and activities.
Aim, curriculum and pedagogical diagnosis/evaluation. The aim of the topic is to become familiar with the issue of the educational goal in the conditions of teaching in kindergarten and the issue of didactic operation with the curriculum in teaching in pre-primary education. The student should acquire knowledge about pedagogical diagnostics, goals, tools and the importance of evaluation in the conditions of teaching in kindergarten and be able to apply them in setting and determining the educational goal, as well as didactic operation with the curriculum in teaching.
Play and play in the teaching-learning context. The aim of the topic is to familiarize the student with the fact that children learn during play activities. The student is to acquire knowledge about learning in play of preschool children. The student will be able to understand that play is understood in didactics as a strategy, a method and is a means to achieve educational goals as well as a tool of pedagogical diagnosis /evaluation.

**Recommended literature:**

Odporúčaná literatúra:

KOLLÁRIKOVÁ, Z., PUPALA, B. (2001). Predškolská a elementárna pedagogika. Praha: Portál.
KOSTRUB, D. (2003). Od pedagogiky k didaktike materskej školy. Prešov: Rokus.
KOSTRUB, D. (2008). Dieťa/žiak/študent-učivo-učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus.
JAKUBÍKOVÁ, Z., KOSTRUB, D. (2009). Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. Prešov: Rokus.
KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus.
TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. (2017). Žiak, učiteľ a výučba. Prešov: Rokus.

**Languages necessary to complete the course:**

Slovak

**Notes:**

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

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

**Lecturers:**

**Last change:** 06.11.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde003/22 | Psychology for teachers 1 |

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

**Number of credits:** 4

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the weight of the interim and final assessment is 50/50
50% Intermediate assessment: includes a seminar paper (10 points), an intermediate test (40 points).
50% Final assessment: includes a reflective essay (5 points) and a final test (45 points). The student must score at least 50% on each test.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, the student must be consistently outstanding, capable of independent study, and able to critically compare professional texts in psychology. The student is able to navigate a variety of literary sources, is proficient in the fundamentals of general and developmental psychology, understands the thinking, decision-making and emotional responses of children and adults, and can reflect critically on psychological knowledge.
A grade of B indicates that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to general and developmental psychology, understands how children and adults think, make decisions, and react emotionally, and reflects on psychological knowledge.
A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge or critically evaluate and compare individual psychological findings is lacking.
A grade of D means that the student has been less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, cannot critically analyze information.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails in critical thinking and application of theoretical knowledge to practice as well as theoretical knowledge.
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of Psychology for Teachers 1 is to make available basic information about the general laws of human experience and behaviour so that they can form a platform for understanding the workings of the human psyche and to synthesize psychological knowledge, facts, theories, research approaches into a coherent view of the individual's psyche for the purposes of creative professional application in pedagogical practice. The student after completing the course
- knows the basic concepts of general, cognitive and developmental psychology, basic models and theories of developmental psychology, knows how to differentiate and classify them into individual categories,
- can apply knowledge of general, cognitive and developmental psychology in an educational context,
- knows the laws of psychic development, especially with regard to the needs of lower and upper secondary education,
- knows the laws of development of cognitive processes and their application in the educational process
- can read and understand professional text and psychological research, understand tables and graphs
- finds logical connections in opinions and thoughts

**Class syllabus:**
Brief outline of the course:
Part of general and cognitive psychology:
1. Introduction to psychology: a brief history of psychology, psychology as a science, the subject of psychological inquiry, the formation of psychological knowledge and psychological methodology. Psychological processes and states.
2. Sensory processes. Perception - characteristics of the process, laws of perception and types of perception.
3. Imagination and attention. Fantasy and memory imagery. Types of ideas and their comparison. Illusions and hallucinations. Types and characteristics of attention.
4. Memory and learning. Theories of memory. Types of memory. Memory processes and information (remembering, retention, reproduction, retrieval). Forgetting, extremes and pathology in memory performance. Characteristics and some theories of learning, types, conditions and principles of learning
5. Thinking, intelligence and speech. Thought operations and forms of thought. Types of thinking. Thinking as problem solving. Thinking and intelligence. Relationship between thinking and language.
6. Dynamics of the psyche: motivation and emotions. Emotional states and feelings. Physiological bases of emotionality. Classification and characteristics of feelings and emotions. Stress, frustration and the experience of conflict. Characteristics and functions of motivation, principles of motivation, energetic basis of the organism, instincts, drives, needs, values, attitudes, aspirations, frustration, volition.
Part of developmental psychology:

7. The subject of investigation and methods of developmental psychology. Subject, aims of developmental psychology; interdisciplinary relations. Assessment of psychological development - basic methods of diagnosing developmental level, developmental screening and scales, psychological tests.
8. Mental development in general - developmental changes and laws, factors of development. Developmental changes and their classification, basic developmental processes. Factors of development - conditions of psychic development, external and internal factors of psychic development and their interrelations; maturation and learning, development and education. Developmental laws.
9. Theoretical models and concepts of psychological development. Periodization of development. Problems of unified classification of psychological development, classification systems. Critical or sensitive developmental stages, developmental crisis. Basic psychological characteristics of developmental phases.
10. The most important theoretical models of psychological development and their critical evaluation - psychoanalytic, humanistic, biodimensional model, Piaget's school, Vygotsky and the Russian school ai... Theoretical concepts of determination of psychological development - nativism and endogenistic theories, empiricism and exogenistic theories, interaction theoretical models.
11. Developmental roles of the different periods - prenatal development, newborn, infant, toddler, pre-school age, younger school age, adolescence, adulthood and old age.

**Recommended literature:**
Compulsory reading:
KUBÁNI, V., (2010). Všeobecná psychológia. Prešov: Prešovská univerzita. ISBN: 978-80-555-0172-7,
JURSOVÁ ZACHAROVÁ, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80-223-5169-0.
Recommended reading:
LEMEŠOVÁ, M., SOKOLOVÁ, L., MINAROVIČOVÁ, K. (2015). Psychológia (inter)aktívne. Univerzita Komenského
NAKONEČNÝ M. (2016). Obecná psychologie. Triton.
SOKOLOVÁ, L., BROZMANOVÁ, E. (2015). Psychológia trochu inak. Univerzita Komenského
ŠRAMOVÁ, B. (2008). Osobnosť v procese ontogenézy. Melius

**Languages necessary to complete the course:**
slovak, czech and english

**Notes:**
students of the psychology teaching (combined) programme do not enrol in the course

**Past grade distribution**
Total number of evaluated students: 1547

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 18,29 | 0,0 | 25,02 | 20,88 | 15,13 | 12,28 | 8,4 |

**Lecturers:** PhDr. Romana Schunová, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde003/22 | Psychology for teachers 1 |

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

**Number of credits:** 4

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the weight of the interim and final assessment is 50/50
50% Intermediate assessment: includes a seminar paper (10 points), an intermediate test (40 points).
50% Final assessment: includes a reflective essay (5 points) and a final test (45 points). The student must score at least 50% on each test.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, the student must be consistently outstanding, capable of independent study, and able to critically compare professional texts in psychology. The student is able to navigate a variety of literary sources, is proficient in the fundamentals of general and developmental psychology, understands the thinking, decision-making and emotional responses of children and adults, and can reflect critically on psychological knowledge.
A grade of B indicates that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to general and developmental psychology, understands how children and adults think, make decisions, and react emotionally, and reflects on psychological knowledge.
A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge or critically evaluate and compare individual psychological findings is lacking.
A grade of D means that the student has been less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, cannot critically analyze information.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails in critical thinking and application of theoretical knowledge to practice as well as theoretical knowledge.
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of Psychology for Teachers 1 is to make available basic information about the general laws of human experience and behaviour so that they can form a platform for understanding the workings of the human psyche and to synthesize psychological knowledge, facts, theories, research approaches into a coherent view of the individual's psyche for the purposes of creative professional application in pedagogical practice. The student after completing the course
- knows the basic concepts of general, cognitive and developmental psychology, basic models and theories of developmental psychology, knows how to differentiate and classify them into individual categories,
- can apply knowledge of general, cognitive and developmental psychology in an educational context,
- knows the laws of psychic development, especially with regard to the needs of lower and upper secondary education,
- knows the laws of development of cognitive processes and their application in the educational process
- can read and understand professional text and psychological research, understand tables and graphs
- finds logical connections in opinions and thoughts

**Class syllabus:**
Brief outline of the course:
Part of general and cognitive psychology:
1. Introduction to psychology: a brief history of psychology, psychology as a science, the subject of psychological inquiry, the formation of psychological knowledge and psychological methodology. Psychological processes and states.
2. Sensory processes. Perception - characteristics of the process, laws of perception and types of perception.
3. Imagination and attention. Fantasy and memory imagery. Types of ideas and their comparison. Illusions and hallucinations. Types and characteristics of attention.
4. Memory and learning. Theories of memory. Types of memory. Memory processes and information (remembering, retention, reproduction, retrieval). Forgetting, extremes and pathology in memory performance. Characteristics and some theories of learning, types, conditions and principles of learning
5. Thinking, intelligence and speech. Thought operations and forms of thought. Types of thinking. Thinking as problem solving. Thinking and intelligence. Relationship between thinking and language.
6. Dynamics of the psyche: motivation and emotions. Emotional states and feelings. Physiological bases of emotionality. Classification and characteristics of feelings and emotions. Stress, frustration and the experience of conflict. Characteristics and functions of motivation, principles of motivation, energetic basis of the organism, instincts, drives, needs, values, attitudes, aspirations, frustration, volition.
Part of developmental psychology:

7. The subject of investigation and methods of developmental psychology. Subject, aims of developmental psychology; interdisciplinary relations. Assessment of psychological development - basic methods of diagnosing developmental level, developmental screening and scales, psychological tests.
8. Mental development in general - developmental changes and laws, factors of development. Developmental changes and their classification, basic developmental processes. Factors of development - conditions of psychic development, external and internal factors of psychic development and their interrelations; maturation and learning, development and education. Developmental laws.
9. Theoretical models and concepts of psychological development. Periodization of development. Problems of unified classification of psychological development, classification systems. Critical or sensitive developmental stages, developmental crisis. Basic psychological characteristics of developmental phases.
10. The most important theoretical models of psychological development and their critical evaluation - psychoanalytic, humanistic, biodimensional model, Piaget's school, Vygotsky and the Russian school ai... Theoretical concepts of determination of psychological development - nativism and endogenistic theories, empiricism and exogenistic theories, interaction theoretical models.
11. Developmental roles of the different periods - prenatal development, newborn, infant, toddler, pre-school age, younger school age, adolescence, adulthood and old age.

**Recommended literature:**

Compulsory reading:

KUBÁNI, V., (2010). Všeobecná psychológia. Prešov: Prešovská univerzita. ISBN: 978-80-555-0172-7,
JURSOVÁ ZACHAROVÁ, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80-223-5169-0.

Recommended reading:

LEMEŠOVÁ, M., SOKOLOVÁ, L., MINAROVIČOVÁ, K. (2015). Psychológia (inter)aktívne. Univerzita Komenského
NAKONEČNÝ M. (2016). Obecná psychologie. Triton.
SOKOLOVÁ, L., BROZMANOVÁ, E. (2015). Psychológia trochu inak. Univerzita Komenského
ŠRAMOVÁ, B. (2008). Osobnosť v procese ontogenézy. Melius

**Languages necessary to complete the course:**

slovak, czech and english

**Notes:**

students of the psychology teaching (combined) programme do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 1547

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 18,29 | 0,0 | 25,02 | 20,88 | 15,13 | 12,28 | 8,4 |

**Lecturers:**

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde007/22 | Psychology for teachers 2 |

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

**Number of credits:** 4

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**
Prerequisites: B-VUZde003 / Psychology for teachers 1
Prerequisites for successful completion of the course:
The course is completed with an assessment, 100% of the continuous assessment, which includes continuous work - completion of a self-awareness test (15% of the assessment) and a seminar paper (20% of the assessment), completion of a continuous test in personality psychology (30% of the assessment), a reflective essay (5% of the assessment), and a final test (30% of the assessment).
Credit will not be awarded to a student who scores less than 50% on any of the four written examinations.
To pass the course, you must obtain a minimum of 60 % of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For an A grade, the student must have excellent theoretical knowledge, be able to evaluate and critically analyse it, and use the knowledge flexibly in practically set tasks.
For a grade of B, the student must have excellent theoretical knowledge, be able to evaluate and critically analyze it, and have slight deficiencies in the use of knowledge in practically set tasks.
For a grade of C, the student must have excellent theoretical knowledge, moderate deficiencies in its evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks.
For a grade D, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks).
For an E grade, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, and major deficiencies in the use of knowledge in practically set tasks.

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

**Learning outcomes:**

Learning objectives and outcomes and transferable competences:
The aim is
- Know the principles of personality formation and use them to develop the cognitive, affective and competence of pupils and students;
- to build and develop the individual components of the educational process in the context of the personalities of the pupils in the classroom;
- in accordance with the personality of the pupils and students, choose an empathetic approach and encourage self-actualizing tendencies;
- apply social and emotional competencies to promote their own psychological well-being;
- to know the basic psychological problems of education and to be able to work effectively with them in the educational process,
- be able to actively acquire information and use it to solve practical tasks in the field.

**Class syllabus:**

Brief outline of the course:
Psychology of personality
1. Basic definition and concepts of personality psychology - structure, dynamics.
2. Concepts of the psychoanalytic approach - the structure of personality according to S. Freud, defence mechanisms of A. Freud and their relationship to psychological difficulties in the educational environment (burnout syndrome, depression, etc.).
3. Concepts of individual and analytical psychology - the need for power A. Adler, the need for power in pupils in the educational environment; archetypes of C. Jung, the acceptance of archetypal tendencies and their relation to the educational process.
4. Behaviorism and neobehaviorism - the concept of behavioziorism E. Thorndike, J. Watson, operant conditioning B. Skinner in teacher-pupil relationship, social learning of A. Bandura - teacher as a role model.
5. Humanistic psychology - concepts of A. Maslow, V. Frankl, C. Rogers, self-actualization and the promotion of the self-actualizing instinct as the goal of the educational process.
Educational psychology
6. Basic definition and concepts of educational psychology.
7. Approach to pupils with special educational needs (specific focus on the intellectually gifted, pupils with Asperger's syndrome, ADHD).
8. Psychohygiene of teachers in educational settings - stress management, attitudes, assertiveness and assertive techniques, teachers' attitudes and biases.
9. Psychological problems in pupils and students - perfectionism, hypersensitivity, stress and anxiety.
10. Psychological aspects of education - intrinsic and extrinsic motivation of pupils, assessment.
11. Psychological aspects of working with gifted individuals in the classroom.

**Recommended literature:**

Compulsory reading:
DRAPELA, V. J. (2011). Přehled teorií osobnosti. Praha: Portál. ISBN 8071787663
FÁBIK, D. (2019). Psychológia intelektovo nadaných žiakov. Košice: Equilibria. 328 s. ISBN 9788081432521
Recommended reading:
FÁBIK, D. (2021). Obranné mechanizmy v sne. Psychoterapie. 15(2), 122-133. ISSN 1802-3983
HALL, C.S., & LINDZEY, G. (1997). Psychológia osobnosti. Bratislava: SPN.

JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Univerzita Komenského, s. 199. ISBN: 978-80-223-4814-0
JURSOVÁ ZACHAROVÁ, Z. (2015). Osobnosť začínajúcich učiteľov a učiteliek. In Osobnosť a sociálno-psychologické kompetencie učiteľov a učiteliek. Bratislava: Univerzita Komenského, s. 102-112. ISBN 978-80-223-3950-6.
JURSOVÁ ZACHAROVÁ, Z. (2015). Akí sú študenti učiteľstva na začiatku svojej kariéry? Motivácia a osobnosť začínajúcich študentov voliacich si učiteľskú profesiu. Ecoletra.com [elektronický zdroj]. - roč. 1, č. 1, s. 68-83.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
Notes: students of the psychology teaching (combined) programme do not enrol in the course

**Past grade distribution**
Total number of evaluated students: 1018

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 41,45 | 0,0 | 25,83 | 16,5 | 6,39 | 5,5 | 4,32 |

**Lecturers:**

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde007/22 | Psychology for teachers 2 |

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

**Number of credits:** 4

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**
Prerequisites: B-VUZde003 / Psychology for teachers 1
Prerequisites for successful completion of the course:
The course is completed with an assessment, 100% of the continuous assessment, which includes continuous work - completion of a self-awareness test (15% of the assessment) and a seminar paper (20% of the assessment), completion of a continuous test in personality psychology (30% of the assessment), a reflective essay (5% of the assessment), and a final test (30% of the assessment).
Credit will not be awarded to a student who scores less than 50% on any of the four written examinations.
To pass the course, you must obtain a minimum of 60 % of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For an A grade, the student must have excellent theoretical knowledge, be able to evaluate and critically analyse it, and use the knowledge flexibly in practically set tasks.
For a grade of B, the student must have excellent theoretical knowledge, be able to evaluate and critically analyze it, and have slight deficiencies in the use of knowledge in practically set tasks.
For a grade of C, the student must have excellent theoretical knowledge, moderate deficiencies in its evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks.
For a grade D, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks).
For an E grade, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, and major deficiencies in the use of knowledge in practically set tasks.

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

**Learning outcomes:**

Learning objectives and outcomes and transferable competences:
The aim is
- Know the principles of personality formation and use them to develop the cognitive, affective and competence of pupils and students;
- to build and develop the individual components of the educational process in the context of the personalities of the pupils in the classroom;
- in accordance with the personality of the pupils and students, choose an empathetic approach and encourage self-actualizing tendencies;
- apply social and emotional competencies to promote their own psychological well-being;
- to know the basic psychological problems of education and to be able to work effectively with them in the educational process,
- be able to actively acquire information and use it to solve practical tasks in the field.

**Class syllabus:**

Brief outline of the course:
Psychology of personality
1. Basic definition and concepts of personality psychology - structure, dynamics.
2. Concepts of the psychoanalytic approach - the structure of personality according to S. Freud, defence mechanisms of A. Freud and their relationship to psychological difficulties in the educational environment (burnout syndrome, depression, etc.).
3. Concepts of individual and analytical psychology - the need for power A. Adler, the need for power in pupils in the educational environment; archetypes of C. Jung, the acceptance of archetypal tendencies and their relation to the educational process.
4. Behaviorism and neobehaviorism - the concept of behavioziorism E. Thorndike, J. Watson, operant conditioning B. Skinner in teacher-pupil relationship, social learning of A. Bandura - teacher as a role model.
5. Humanistic psychology - concepts of A. Maslow, V. Frankl, C. Rogers, self-actualization and the promotion of the self-actualizing instinct as the goal of the educational process.
Educational psychology
6. Basic definition and concepts of educational psychology.
7. Approach to pupils with special educational needs (specific focus on the intellectually gifted, pupils with Asperger's syndrome, ADHD).
8. Psychohygiene of teachers in educational settings - stress management, attitudes, assertiveness and assertive techniques, teachers' attitudes and biases.
9. Psychological problems in pupils and students - perfectionism, hypersensitivity, stress and anxiety.
10. Psychological aspects of education - intrinsic and extrinsic motivation of pupils, assessment.
11. Psychological aspects of working with gifted individuals in the classroom.

**Recommended literature:**

Compulsory reading:
DRAPELA, V. J. (2011). Přehled teorií osobnosti. Praha: Portál. ISBN 8071787663
FÁBIK, D. (2019). Psychológia intelektovo nadaných žiakov. Košice: Equilibria. 328 s. ISBN 9788081432521
Recommended reading:
FÁBIK, D. (2021). Obranné mechanizmy v sne. Psychoterapie. 15(2), 122-133. ISSN 1802-3983
HALL, C.S., & LINDZEY, G. (1997). Psychológia osobnosti. Bratislava: SPN.

JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Univerzita Komenského, s. 199. ISBN: 978-80-223-4814-0
JURSOVÁ ZACHAROVÁ, Z. (2015). Osobnosť začínajúcich učiteľov a učiteliek. In Osobnosť a sociálno-psychologické kompetencie učiteľov a učiteliek. Bratislava: Univerzita Komenského, s. 102-112. ISBN 978-80-223-3950-6.
JURSOVÁ ZACHAROVÁ, Z. (2015). Akí sú študenti učiteľstva na začiatku svojej kariéry? Motivácia a osobnosť začínajúcich študentov voliacich si učiteľskú profesiu. Ecoletra.com [elektronický zdroj]. - roč. 1, č. 1, s. 68-83.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
Notes: students of the psychology teaching (combined) programme do not enrol in the course

**Past grade distribution**
Total number of evaluated students: 1018

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 41,45 | 0,0 | 25,83 | 16,5 | 6,39 | 5,5 | 4,32 |

**Lecturers:** PhDr. Romana Schunová, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde034/22 | Rhetoric and communication |

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

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde005/22 - Communication in education

**Course requirements:**
Prerequisites: B-VUZde005 / Communication in education
Prerequisites for successful completion of the course: the course is completed with an evaluation, 100% of the continuous evaluation.
Assessment: consists of 2 intermediate assessments (60+40, total 100 points).
Interim assessment 1: consists of the development of a semester cooperative work and its oral presentation or practical application in class. This is a prepared micro-team output: the creation of a student conference.
Semester work: consists of a creative assignment for 60p (30+30). It includes the preparation of a group simulation of a student conference (30b) together with a professional paper on a selected topic (30b) for approximately 45 minutes.
Intermediate assessment 2: consists of the creation of documents for the student conference (40b): poster, invitation, programme, etc. in an electronic environment (web development).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

**Learning outcomes:**

Learning objectives and outcomes:
By completing the Rhetoric and Communication course, the student should:
- be able to select information, identify relevant sources on the selected topic,
- be able to justify the choice of specialist sources for the semester thesis,
- understand the importance of selection and analysis of information and information sources,
- be able to work in a team, organise activities to accomplish sub-tasks,
- be able to present intermediate tasks to the group,
- be able to justify and discuss in a group various social topics related to education and training,
- acquire presentation and communication skills and be able to apply them through creative activities in the classroom,
- Know methods for Developing of critical thinking and good reasoning,
- should be able to identify manipulative behaviour.

Transferable competences: the student strengthens soft skills such as communication skills, analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and their application in discussion, interpersonal skills within the group - activation and taking initiative and responsibility, also creative work with e-portfolio (ability to create an interesting website) through creative tasks in the course.

**Class syllabus:**

Brief outline of the course:
The aim of the course is the practical application of knowledge about effective communication through practicing rhetorical outcomes and teamwork, i.e. through cooperative methods and interactive activities. Using various activating methods and problem-based tasks, students will actively participate in the learning process and create their own course content, in which they will use their own potential and develop the intra and interpersonal aspects of their own personality. An important part of this is a semester-long group project through which students will learn how to organize major events, while developing proper communication and rhetorical skills.
Topics:
Rhetoric - types of speech, practicing presentation skills through micro performances. Content/ form/communication skills (verbal and non-verbal) of oral presentation and analysis of speakers. Presentation - structure and organization of speech/speech/lecture. Evaluating information and

finding relevant sources. Simulating a debate. Organisation of time and group cooperation. Visualisation and generating interest in the listener. Argumentation - types of arguments and logical fallacies. Manipulation and manipulation techniques, assertiveness. Types of conversation, discussion - how to conduct a conversation, structuring a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection. Creating a website and e-portfolio with student outputs. Implementation of student conference - simulation/workshop.

**Recommended literature:**

Compulsory reading:
ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing, 200 s.. ISBN 978-80-247-2283-2
KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing, 256 s. ISBN 978-80247-2652-6
Recommended reading:
JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení, 45-56s. ISBN 978-80-87952-29-0
JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava : Univerzita Komenského v Bratislave, 37-45s. ISBN 978-80-223-4847-8
KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave, 143-160s. ISBN 978-80-223-4661-0
ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

**Past grade distribution**
Total number of evaluated students: 21

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

**Lecturers:** Mgr. Barbora Jaslovská, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde034/22 | Rhetoric and communication |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde005/22 - Communication in education

**Course requirements:**
Prerequisites: B-VUZde005 / Communication in education
Prerequisites for successful completion of the course: the course is completed with an evaluation, 100% of the continuous evaluation.
Assessment: consists of 2 intermediate assessments (60+40, total 100 points).
Interim assessment 1: consists of the development of a semester cooperative work and its oral presentation or practical application in class. This is a prepared micro-team output: the creation of a student conference.
Semester work: consists of a creative assignment for 60p (30+30). It includes the preparation of a group simulation of a student conference (30b) together with a professional paper on a selected topic (30b) for approximately 45 minutes.
Intermediate assessment 2: consists of the creation of documents for the student conference (40b): poster, invitation, programme, etc. in an electronic environment (web development).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

**Learning outcomes:**

Learning objectives and outcomes:
By completing the Rhetoric and Communication course, the student should:
- be able to select information, identify relevant sources on the selected topic,
- be able to justify the choice of specialist sources for the semester thesis,
- understand the importance of selection and analysis of information and information sources,
- be able to work in a team, organise activities to accomplish sub-tasks,
- be able to present intermediate tasks to the group,
- be able to justify and discuss in a group various social topics related to education and training,
- acquire presentation and communication skills and be able to apply them through creative activities in the classroom,
- Know methods for Developing of critical thinking and good reasoning,
- should be able to identify manipulative behaviour.

Transferable competences: the student strengthens soft skills such as communication skills, analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and their application in discussion, interpersonal skills within the group - activation and taking initiative and responsibility, also creative work with e-portfolio (ability to create an interesting website) through creative tasks in the course.

**Class syllabus:**

Brief outline of the course:
The aim of the course is the practical application of knowledge about effective communication through practicing rhetorical outcomes and teamwork, i.e. through cooperative methods and interactive activities. Using various activating methods and problem-based tasks, students will actively participate in the learning process and create their own course content, in which they will use their own potential and develop the intra and interpersonal aspects of their own personality. An important part of this is a semester-long group project through which students will learn how to organize major events, while developing proper communication and rhetorical skills.
Topics:
Rhetoric - types of speech, practicing presentation skills through micro performances. Content/ form/communication skills (verbal and non-verbal) of oral presentation and analysis of speakers. Presentation - structure and organization of speech/speech/lecture. Evaluating information and

finding relevant sources. Simulating a debate. Organisation of time and group cooperation. Visualisation and generating interest in the listener. Argumentation - types of arguments and logical fallacies. Manipulation and manipulation techniques, assertiveness. Types of conversation, discussion - how to conduct a conversation, structuring a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection. Creating a website and e-portfolio with student outputs. Implementation of student conference - simulation/workshop.

**Recommended literature:**

Compulsory reading:

ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing, 200 s.. ISBN 978-80-247-2283-2

KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing, 256 s. ISBN 978-80247-2652-6

Recommended reading:

JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení, 45-56s. ISBN 978-80-87952-29-0

JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava : Univerzita Komenského v Bratislave, 37-45s. ISBN 978-80-223-4847-8

KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave, 143-160s. ISBN 978-80-223-4661-0

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

**Past grade distribution**

Total number of evaluated students: 21

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

**Lecturers:** PaedDr. Eva Labudová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

# COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRJL/B-ITAde050/25 | Romance Languages and Cultures - Strategies of Communication and Culture Transfer in Central Europe |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 25s
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

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

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

**Lecturers:**

**Last change:** 23.01.2026

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRJL/B-ITAde050/25 | Romance Languages and Cultures - Strategies of Communication and Culture Transfer in Central Europe |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** **per level/semester:** 25s
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

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

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

**Lecturers:** PhDr. Mojmír Malovecký, PhD.

**Last change:** 23.01.2026

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde036/22 | **Course title:**<br>School management |
| **Educational activities:**<br>**Type of activities:** lecture + seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 3., 5. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>100% of continuous assessment<br>Assessment: consists of an interim and a final assessment (30+40, 70 points in total).<br>Interim assessment: consists of a 30-item knowledge test to be given in week 6 of the interim course. A written examination/test, consisting of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out by the 6th week of continuous teaching and the study of the literature.<br>The final assessment consists of: the semester project and its oral presentation.<br>The semester project consists of: the creation of a project according to a set structure for 40b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching.<br>Prerequisites:<br>The rating shall be awarded on a scale of<br>A (100-91%, excellent - excellent results with only minimal errors),<br>B (90-81%, very good - above average results with minor errors),<br>C (80-73%, good - normal reliable work, average results),<br>D (72-66%, satisfactory - acceptable results, but significant errors occur),<br>E (65-60%, sufficient - results meet minimum criteria),<br>Fx (59-0%, insufficient - extra work required).<br>For successful completion of the course it is necessary to obtain at least 60% of the points.<br>A minimum of 64 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.<br>A score of at least 57 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above | |

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 51 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 46 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 42 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
- to know the content of school management as a scientific discipline: the essence of school management in the Slovak Republic at all levels of school management with an emphasis on internal school management and in the context of managerial functions
- be familiar with the basic legal documents and be able to correctly interpret the meanings given in these legal documents that regulate the activities of primary and secondary schools, with an emphasis on the needs of the work of the teaching staff,
- be able to apply the acquired knowledge and knowledge from other disciplines in the focus area: school image, culture and climate, in the area of cooperation with the school management and legal representatives of children/pupils in solving standard, specific and problematic tasks and situations and in the framework of school development,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

**Class syllabus:**
Basic terminology, options for studying school management, sources of study. Schools and concepts of management. Specifics of school management. The system of school management in the Slovak Republic and the system of internal school management in the context of managerial functions. Legal regulations governing the activities of primary and secondary schools (laws, decrees, working regulations, pedagogical-organisational guidelines). Personality of the head of teaching staff - legal and personality requirements. School image, school culture. School climate.

**Recommended literature:**
Compulsory reading:
PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 s. ISBN 978-80-223-3621-5
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. vyd., 167 s., ISBN 978-80-8168-660-3
https://moodle.uniba.sk/mod/quiz/view.php?id=57866
Učebný zdroj: ŠKOLSKÝ MANAŽMENT (moodle):
https://moodle.uniba.sk/course/view.php?id=162
Constitution of the Slovak Republic.
Current legislative norms related to the establishment and activities of primary schools, secondary schools in the 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 and czech

**Notes:**
students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**
Total number of evaluated students: 915

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 33,66 | 0,0 | 32,79 | 13,88 | 8,85 | 4,81 | 6,01 |

**Lecturers:** Mgr. Eva Gáliková, PhD., PaedDr. Tímea Šeben Zaťková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde036/22 | **Course title:**<br>School management |
| **Educational activities:**<br>**Type of activities:** lecture + seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

100% of continuous assessment
Assessment: consists of an interim and a final assessment (30+40, 70 points in total).
Interim assessment: consists of a 30-item knowledge test to be given in week 6 of the interim course. A written examination/test, consisting of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out by the 6th week of continuous teaching and the study of the literature.
The final assessment consists of: the semester project and its oral presentation.
The semester project consists of: the creation of a project according to a set structure for 40b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 64 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 57 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 51 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 46 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 42 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
- to know the content of school management as a scientific discipline: the essence of school management in the Slovak Republic at all levels of school management with an emphasis on internal school management and in the context of managerial functions
- be familiar with the basic legal documents and be able to correctly interpret the meanings given in these legal documents that regulate the activities of primary and secondary schools, with an emphasis on the needs of the work of the teaching staff,
- be able to apply the acquired knowledge and knowledge from other disciplines in the focus area: school image, culture and climate, in the area of cooperation with the school management and legal representatives of children/pupils in solving standard, specific and problematic tasks and situations and in the framework of school development,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

**Class syllabus:**
Basic terminology, options for studying school management, sources of study. Schools and concepts of management. Specifics of school management. The system of school management in the Slovak Republic and the system of internal school management in the context of managerial functions. Legal regulations governing the activities of primary and secondary schools (laws, decrees, working regulations, pedagogical-organisational guidelines). Personality of the head of teaching staff - legal and personality requirements. School image, school culture. School climate.

**Recommended literature:**
Compulsory reading:
PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 s. ISBN 978-80-223-3621-5
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. vyd., 167 s., ISBN 978-80-8168-660-3
https://moodle.uniba.sk/mod/quiz/view.php?id=57866
Učebný zdroj: ŠKOLSKÝ MANAŽMENT (moodle):
https://moodle.uniba.sk/course/view.php?id=162
Constitution of the Slovak Republic.
Current legislative norms related to the establishment and activities of primary schools, secondary schools in the 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 and czech

**Notes:**
students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**
Total number of evaluated students: 915

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 33,66 | 0,0 | 32,79 | 13,88 | 8,85 | 4,81 | 6,01 |

**Lecturers:** Mgr. Eva Gáliková, PhD., PaedDr. Tímea Šeben Zaťková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

# COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde030/22 | Seminar in literary theory |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily on-site).
Student's workload: 11 x 2 hours of direct teaching = 22 hours; 12 hours of preparation for a paper; 16 hours of preparation for a seminar paper. 50 hours of student work in total.
Teaching methods: analysis of literary texts, working with professional texts, brainstorming, discussion of the topic, guided self-study

**Number of credits:** 2

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
knowledge of conceptual means and methods of literary research, active participation in discussions/analyses. Preparation/presentation of a paper: 40 points, final seminar paper: 60 points (100/0)
Grades are awarded on a scale of:
A (100 - 91%, excellent - outstanding);
B (90 - 81%, very good - above average standard);
C (80 - 73%, good - normal reliable work);
D (72 - 66%, satisfactory - acceptable results);
E (65 - 60%, satisfactory - results meet minimum criteria);
Fx (59 - 0%, inadequate - extra work required).
Excellent: precise formulation of the purpose of the work, clear and logical argumentation, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation, differentiated language, correct use of technical terms, minimal grammatical, orthographic and stylistic errors, consideration of a large amount of literature, formally correct editing (adherence to citation standards, etc.), good grades (excellent), good grades (excellent). ), excellent ability to independently present the results of work and incorporate comments, active participation in discussions/analyses of literary works, independent problem solving, independent, creative work during the semester.

Very good: solid treatment of the topic in relation to the objectives pursued, logical structure of the thesis, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), very good ability to present the results of the thesis independently and to incorporate comments from the oral presentation of the thesis, active participation in discussions/analyses of literary works.
Good: average treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), good ability to present the results of the work independently and to incorporate comments, participation in discussions/analyses of literary works.
Satisfactory: only a rough outline of the problem to be solved, imprecise presentation of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, a greater number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments, rare participation in discussions/analyses of literary works.
Sufficient: the results treat the chosen topic superficially and without own contribution by mechanically taking from various sources, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications, passive participation in discussions/analyses of literary works.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or inadequate preparation for seminars, major formal deficiencies. Failure to engage in discussions.
Scale of assessment (preliminary/final): knowledge of conceptual means and methods of literary research, active participation in discussions/analyses. Preparation/presentation of a paper: 40 points, final seminar paper: 60 points (100/0)

**Learning outcomes:**
Learning outcomes/ Objectives and learning outcomes:
Learning objectives: to analyse and interpret literary texts.
Learning outcomes: the graduate of the course will gain empirical experience of his/her own confrontation with specific models and approaches in the encounter with literary texts, he/she will be able to identify poetic practices, gain knowledge and skills in the area of rhetoric, stylistics, metrics, analysis of narrative texts, genres and types. He/she will be able to apply models of immanent analysis, formalist, structuralist, socio-historical, psychological, feminist, etc. They will develop argumentation and presentation skills.

**Class syllabus:**
Course outcomes of subject (content):
The seminar is aimed at imparting the ability to work with literary texts of various types and genres from different epochs in the history of German literature, to penetrate into the contexts of their production as well as reception, to grasp their functionality as totalities or their elements in literary communication. Specific primary and secondary literature texts will be specified at the beginning of the semester.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)

Compulsory readings:
MIKULÁŠ a kol. 2019. Literaturwissenschaft in internationaler Perspektive. In: Literaturwissenschaft in internationaler Perspektive. Nümbrecht: Kirsch-Verlag, 2019. 509 s. ISBN 978-3-943906-35-6
Recommended readings:
MIKULÁŠOVÁ, A./MIKULÁŠ, R. 2011. Grundfragen der Literaturwissenschaft. Teil I. Theorien, Methoden, Tendenzen. Nümbrecht: Kirsch Verlag, 2011. 226 s. ISBN 978-3-933586-77-3

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 26

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 7,69 | 0,0 | 26,92 | 3,85 | 23,08 | 11,54 | 26,92 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde019/22 | Social psychology for teachers |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**
Prerequisites: B-VUZde003 Psychology for teachers 1
Prerequisites for successful completion of the course:
100% of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points.
Seminar paper (40% of points) - students work in class with pre-prepared record sheets that contain assignments reflecting on a textbook text or a text of research studies focused on the role of the teacher in an interpersonal context. After completing the worksheets, they discuss the authors' responses in small groups with classmates. Students are evaluated at the end of the seminar for the worksheets they have developed and turned in.
Test (60% of points) - the test reflects the knowledge acquired from the teacher's brief explanation, which will always take place before working with the record sheets. The test consists of open questions or also questions (A/B/C).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For an A grade, students need to continuously submit outstanding performance throughout the semester. Record sheets indicate a high ability of students to reflect on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a high level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge demonstrated in the student's test demonstrates their excellent mastery of theoretical introductions to seminars across a variety of social psychology topics.
A grade of B means that students performed very well continuously throughout the semester. The record sheets reflect well on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a very good level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge

demonstrated in the student's test shows a very good mastery of the theoretical introductions to seminars in the vast majority of social psychology topics.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but there are also shortcomings in the ability to apply this knowledge. The knowledge demonstrated in the student's test shows a good grasp of the theoretical introductions with few errors.
A grade of D indicates that students underperformed during the semester. The record sheets show little motivation to think critically about different social situations and are filled in as if "just out of obligation". One's own attitudes, strengths and weaknesses of one's own persona in a hypothetical school group interaction are only minimally reflected upon. The knowledge demonstrated in the students' test shows a sufficient mastery of the theoretical introductions to the seminars.
A grade of E indicates that students performed minimally during the semester. The record sheets do not show an ability to think critically about various social situations and are filled out only sternly, which limits the student's ability to engage in quality group discussion. The student's own attitudes, strengths and weaknesses are not reflected in the hypothetical school group interaction. The knowledge demonstrated in the test is minimal.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The goal of the Social Psychology for Teachers course is to (1) introduce students to the issues of social dynamics and social group interaction, specifically in the school classroom; (2) help students identify social psychological phenomena and mechanisms in concrete examples from the school setting.
By critically reflecting on interpersonal situations from the school environment, the student deepens and actively thinks about (a) solutions to these situations and (b) the application of social psychology knowledge in practice. The student may also reflect on how he or she would address the social needs of students, using communication or intervention practices in the school classroom to achieve desired student behavior. The primary goal of the course is to supplement the student's ability to plan and design instruction with an awareness of the social aspects of the classroom, but also to deepen the student's self-awareness of his/her own functioning (strengths/weaknesses) in interpersonal model situations.
The student after completing the course:
- Knows the process of social group formation and its dynamics.
- Can explain the relationship between group phenomena and pupil behaviour in the classroom.
- Can apply the knowledge of social psychology to the process of school classroom management.

**Class syllabus:**
Brief outline of the course:
1. The pupil in the interaction of social environment and education.
2. Social cognition, the process of forming an impression.
3. Social groups, classification of social groups, group development. group dynamics
4. Social role and social status, role identification and role conflict.
5. Process and types of communication. Teacher-pupil communication.
6. Social behaviour in the school classroom. Social interaction in informal groups.
7. Group norms. Leadership and power.

8. Social impact.
9. Aggressiveness, assertiveness, altruism.
10. Social attitudes.
11. Conflicts and possibilities of their resolution.
12. The use of social psychology knowledge in education and training.

**Recommended literature:**

Compulsory reading:

CANGELOSI, J. S. (2006). Strategie řízení třídy. Praha: Portál, 296 s. ISBN 80-7367-118-2

Recommended reading:

FONTANA, D. (2003). Psychologie ve školní praxi. Praha: Portál, 383 s. ISBN 8071786268
GAVORA, P. (2001). Výskum životného príbehu: učiteľka Adamová. Pedagogika, 51(3), 352-368.
KOLLÁRIK, T. (2004). Sociálna psychológia. Bratislava: Univerzita Komenského, 548 s. ISBN 9788022324793
LEMEŠOVÁ, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Univerzita Komenského, s. 146-168.
MASARYK, R. (2013). Medzi človekom a ľuďmi: Úvod do sociálnej psychológie. Bratislava: Iris, 202 s. ISBN 9788089238736
PETRÍK, J., & POPPER, M. (2020). Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma. Studia Psychologica, 62(3), 232-245.

**Languages necessary to complete the course:**

Slovak, Czech and English

**Notes:**

Notes: students of the psychology teacher education programme (combined) do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 386

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 56,22 | 0,0 | 21,24 | 9,33 | 5,18 | 4,92 | 3,11 |

**Lecturers:** Mgr. Miroslava Lemešová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde019/22 | Social psychology for teachers |

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

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**
Prerequisites: B-VUZde003 Psychology for teachers 1
Prerequisites for successful completion of the course:
100% of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points.
Seminar paper (40% of points) - students work in class with pre-prepared record sheets that contain assignments reflecting on a textbook text or a text of research studies focused on the role of the teacher in an interpersonal context. After completing the worksheets, they discuss the authors' responses in small groups with classmates. Students are evaluated at the end of the seminar for the worksheets they have developed and turned in.
Test (60% of points) - the test reflects the knowledge acquired from the teacher's brief explanation, which will always take place before working with the record sheets. The test consists of open questions or also questions (A/B/C).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For an A grade, students need to continuously submit outstanding performance throughout the semester. Record sheets indicate a high ability of students to reflect on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a high level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge demonstrated in the student's test demonstrates their excellent mastery of theoretical introductions to seminars across a variety of social psychology topics.
A grade of B means that students performed very well continuously throughout the semester. The record sheets reflect well on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a very good level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge

demonstrated in the student's test shows a very good mastery of the theoretical introductions to seminars in the vast majority of social psychology topics.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but there are also shortcomings in the ability to apply this knowledge. The knowledge demonstrated in the student's test shows a good grasp of the theoretical introductions with few errors.
A grade of D indicates that students underperformed during the semester. The record sheets show little motivation to think critically about different social situations and are filled in as if "just out of obligation". One's own attitudes, strengths and weaknesses of one's own persona in a hypothetical school group interaction are only minimally reflected upon. The knowledge demonstrated in the students' test shows a sufficient mastery of the theoretical introductions to the seminars.
A grade of E indicates that students performed minimally during the semester. The record sheets do not show an ability to think critically about various social situations and are filled out only sternly, which limits the student's ability to engage in quality group discussion. The student's own attitudes, strengths and weaknesses are not reflected in the hypothetical school group interaction. The knowledge demonstrated in the test is minimal.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The goal of the Social Psychology for Teachers course is to (1) introduce students to the issues of social dynamics and social group interaction, specifically in the school classroom; (2) help students identify social psychological phenomena and mechanisms in concrete examples from the school setting.
By critically reflecting on interpersonal situations from the school environment, the student deepens and actively thinks about (a) solutions to these situations and (b) the application of social psychology knowledge in practice. The student may also reflect on how he or she would address the social needs of students, using communication or intervention practices in the school classroom to achieve desired student behavior. The primary goal of the course is to supplement the student's ability to plan and design instruction with an awareness of the social aspects of the classroom, but also to deepen the student's self-awareness of his/her own functioning (strengths/weaknesses) in interpersonal model situations.
The student after completing the course:
- Knows the process of social group formation and its dynamics.
- Can explain the relationship between group phenomena and pupil behaviour in the classroom.
- Can apply the knowledge of social psychology to the process of school classroom management.

**Class syllabus:**
Brief outline of the course:
1. The pupil in the interaction of social environment and education.
2. Social cognition, the process of forming an impression.
3. Social groups, classification of social groups, group development. group dynamics
4. Social role and social status, role identification and role conflict.
5. Process and types of communication. Teacher-pupil communication.
6. Social behaviour in the school classroom. Social interaction in informal groups.
7. Group norms. Leadership and power.

8. Social impact.
9. Aggressiveness, assertiveness, altruism.
10. Social attitudes.
11. Conflicts and possibilities of their resolution.
12. The use of social psychology knowledge in education and training.

**Recommended literature:**

Compulsory reading:

CANGELOSI, J. S. (2006). Strategie řízení třídy. Praha: Portál, 296 s. ISBN 80-7367-118-2

Recommended reading:

FONTANA, D. (2003). Psychologie ve školní praxi. Praha: Portál, 383 s. ISBN 8071786268
GAVORA, P. (2001). Výskum životného príbehu: učiteľka Adamová. Pedagogika, 51(3), 352-368.
KOLLÁRIK, T. (2004). Sociálna psychológia. Bratislava: Univerzita Komenského, 548 s. ISBN 9788022324793
LEMEŠOVÁ, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Univerzita Komenského, s. 146-168.
MASARYK, R. (2013). Medzi človekom a ľuďmi: Úvod do sociálnej psychológie. Bratislava: Iris, 202 s. ISBN 9788089238736
PETRÍK, J., & POPPER, M. (2020). Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma. Studia Psychologica, 62(3), 232-245.

**Languages necessary to complete the course:**

Slovak, Czech and English

**Notes:**

Notes: students of the psychology teacher education programme (combined) do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 386

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 56,22 | 0,0 | 21,24 | 9,33 | 5,18 | 4,92 | 3,11 |

**Lecturers:** Mgr. Miroslava Lemešová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde026/22 | Social skills of teachers training |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 24s
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 510

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 91,96 | 0,0 | 2,35 | 0,39 | 0,39 | 0,0 | 4,9 |

**Lecturers:** doc. Mgr. Martin Kuruc, PhD., Mgr. Vladimíra Zemančíková, PhD., Mgr. Peter Ostradický, PhD.

**Last change:** 22.04.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde026/22 | Social skills of teachers training |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 24s
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 510

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 91,96 | 0,0 | 2,35 | 0,39 | 0,39 | 0,0 | 4,9 |

**Lecturers:** Mgr. Vladimíra Zemančíková, PhD., PaedDr. Eva Labudová, PhD.

**Last change:** 22.04.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde021/22 | Socio-educational training for teachers |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 24s
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**
100% of continuous assessment
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the mid-term evaluation consists of three tasks (reflective essay on expectations related to the self-discovery training = 10%; work with tests and questionnaires = 10%; individual preparation for the role-play = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to facilitate, in particular, a wide range of social-psychological competences: the development of intrapersonal (20%), interpersonal (20%) and social-inclusive competences (20%) of the students (dating activities, role-playing games, cooperative games, trust games, etc.). After the training, the continuous evaluation consists of structured feedback on the events in the training group (10%).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
For an A grade, the student is actively involved in individual activities and shows interest and effort to develop his/her competencies, seeks original and creative solutions to the tasks set, reflects on the emerging changes that training brings, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
B grade means that the student is actively involved in individual activities and shows interest and effort to develop his/her competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.

A C grade is awarded if the student is usually actively involved in individual activities, shows interest and effort to develop his/her competences, but only in some topics and areas, makes little use of his/her personality in finding original and creative solutions to the tasks set, reflects to some extent the emerging changes brought by the training, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
The grade D means that the student is involved to a limited extent in individual activities and shows only sporadic interest and effort to develop his/her competencies, often with external help looking for original and creative solutions to the tasks, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a marginal member of the training group, although he/she actively expresses his/her own opinion.
Grade E is awarded to a student who behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competencies, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx is given on an exceptional basis, most often due to non-attendance and failure to complete assigned midterm assignments, non-cooperation, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
The aim of the Social Psychological Training for Teachers course is to motivate and develop self-knowledge and self-reflection in teacher education students of different study programmes.
The student after completing the course:
- is aware of the importance of self-knowledge, reflection and personal development in teaching practice,
- can define their strengths and weaknesses as well as challenges and pitfalls in their own self-development,
- can name and identify the most general errors in social perception and apply them to teaching practice,
- identifies with the teacher's role, profession and its specifics,
- Through experiential activities, gain experience of active social and experiential learning.

**Class syllabus:**
The course is implemented through experiential activities and exercises aimed mainly at:
1. The sphere of the external world in the process of self-discovery (the individual's membership in various social groups, the teacher's role in the school classroom and the teacher's team).
2. The area of the inner world in the process of self-knowledge (experiencing, thinking, decision-making, the ways in which our emotions or our body affect us, what hidden beliefs influence our thinking, etc.).
3. The area of the transition zone of self-knowledge (behaviour, communication, etc.)..
4. Increasing sensitivity to one's own experience and to the experience and emotions of others.
5. Building a positive self-image in the context of pro-teacher identification.

**Recommended literature:**
KOMÁRKOVÁ, R. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Praha: Grada, 224 s. ISBN 8024701804
KOLAŘÍK, M. (2011). Interakční psychologický výcvik. Praha: Grada, 160 s. ISBN 9788024729411
KOLAŘÍK, M. (2013). Interakční psychologický výcvik pro praxi. Praha: Grada, 128 s. ISBN 978-80-247-8602-5

KUNEŠ, D. (2009). Sebepoznání. Praha: Portál, 152 s. ISBN 978-80-7367-541-7
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ L. (2017). Psychológia zážitkom. Metodická príručka. Bratislava: Univerzita Komenského, 497 s. ISBN978-80-223-3655-0

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
Students of the study programme Psychology Teaching (combined) do not enrol in the course, the teaching is carried out in a block form.

**Past grade distribution**
Total number of evaluated students: 131

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 93,89 | 0,0 | 1,53 | 0,0 | 0,0 | 0,0 | 4,58 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde021/22 | Socio-educational training for teachers |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 24s
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**
100% of continuous assessment
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the mid-term evaluation consists of three tasks (reflective essay on expectations related to the self-discovery training = 10%; work with tests and questionnaires = 10%; individual preparation for the role-play = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to facilitate, in particular, a wide range of social-psychological competences: the development of intrapersonal (20%), interpersonal (20%) and social-inclusive competences (20%) of the students (dating activities, role-playing games, cooperative games, trust games, etc.). After the training, the continuous evaluation consists of structured feedback on the events in the training group (10%).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
For an A grade, the student is actively involved in individual activities and shows interest and effort to develop his/her competencies, seeks original and creative solutions to the tasks set, reflects on the emerging changes that training brings, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
B grade means that the student is actively involved in individual activities and shows interest and effort to develop his/her competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.

A C grade is awarded if the student is usually actively involved in individual activities, shows interest and effort to develop his/her competences, but only in some topics and areas, makes little use of his/her personality in finding original and creative solutions to the tasks set, reflects to some extent the emerging changes brought by the training, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
The grade D means that the student is involved to a limited extent in individual activities and shows only sporadic interest and effort to develop his/her competencies, often with external help looking for original and creative solutions to the tasks, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a marginal member of the training group, although he/she actively expresses his/her own opinion.
Grade E is awarded to a student who behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competencies, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx is given on an exceptional basis, most often due to non-attendance and failure to complete assigned midterm assignments, non-cooperation, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
The aim of the Social Psychological Training for Teachers course is to motivate and develop self-knowledge and self-reflection in teacher education students of different study programmes.
The student after completing the course:
- is aware of the importance of self-knowledge, reflection and personal development in teaching practice,
- can define their strengths and weaknesses as well as challenges and pitfalls in their own self-development,
- can name and identify the most general errors in social perception and apply them to teaching practice,
- identifies with the teacher's role, profession and its specifics,
- Through experiential activities, gain experience of active social and experiential learning.

**Class syllabus:**
The course is implemented through experiential activities and exercises aimed mainly at:
1. The sphere of the external world in the process of self-discovery (the individual's membership in various social groups, the teacher's role in the school classroom and the teacher's team).
2. The area of the inner world in the process of self-knowledge (experiencing, thinking, decision-making, the ways in which our emotions or our body affect us, what hidden beliefs influence our thinking, etc.).
3. The area of the transition zone of self-knowledge (behaviour, communication, etc.)..
4. Increasing sensitivity to one's own experience and to the experience and emotions of others.
5. Building a positive self-image in the context of pro-teacher identification.

**Recommended literature:**
KOMÁRKOVÁ, R. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Praha: Grada, 224 s. ISBN 8024701804
KOLAŘÍK, M. (2011). Interakční psychologický výcvik. Praha: Grada, 160 s. ISBN 9788024729411
KOLAŘÍK, M. (2013). Interakční psychologický výcvik pro praxi. Praha: Grada, 128 s. ISBN 978-80-247-8602-5

KUNEŠ, D. (2009). Sebepoznání. Praha: Portál, 152 s. ISBN 978-80-7367-541-7
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ L. (2017). Psychológia zážitkom. Metodická príručka. Bratislava: Univerzita Komenského, 497 s. ISBN978-80-223-3655-0

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
Students of the study programme Psychology Teaching (combined) do not enrol in the course, the teaching is carried out in a block form.

**Past grade distribution**
Total number of evaluated students: 131

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 93,89 | 0,0 | 1,53 | 0,0 | 0,0 | 0,0 | 4,58 |

**Lecturers:** Mgr. Miroslava Lemešová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde038/22 | Specialised foreign language |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 141

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 56,74 | 0,0 | 21,99 | 7,09 | 2,84 | 2,13 | 9,22 |

**Lecturers:** PaedDr. Peter Gergel, PhD., PhDr. Mária Medveczká, PhD., PhDr. Mojmír Malovecký, PhD., doc. Tivadar Palágyi, PhD., Mgr. Zuzana Tóth, Dr.phil

**Last change:**

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde038/22 | Specialised foreign language |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 141

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 56,74 | 0,0 | 21,99 | 7,09 | 2,84 | 2,13 | 9,22 |

**Lecturers:** doc. Tivadar Palágyi, PhD., Mgr. Radana Štrbáková, PhD., PhDr. Mojmír Malovecký, PhD.

**Last change:**

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde006/22 | Survey of the History of Italian Literature 1. |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 4 **per level/semester:** 52
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 4 hours per week; total per semester 44 hours
Study method: combined (primary attendance)
Student workload: a total of 150 hours of student work
44 hours of in-person teaching, 22 hours of continuous home preparation for class, sub-tasks; 32 hours preparation of the seminar work and its presentation in the classroom; 52 hours test preparation.
Teaching methods: lecturing, interpretation, discussion of the topic discussed, interview, work with the professional text, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 6

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in classroom activities and performance of ongoing tasks during the semester, writing of seminar work and its oral presentation in the form of a report and final examination of the contents of the course.
· Active participation in classroom activities and performance of ongoing tasks, 22 % evaluation.
During the semester, the student is invited to actively participate in discussions and interviews on the topic being discussed. During the semester, he receives partial tasks, the control and evaluation of which is carried out orally in the classroom.
· Preparation and preparation of seminar work and its presentation in the form of a report, 28 % evaluation, of which 14 % written processing, 14 % oral presentation.
At the beginning of the course, the student chooses a theme from the course topics, which he/she prepares during the semester and presents it in the specified lesson in the form of a report. Part of the work should be the design of didactic processing of the selected literary theme.
· The course ends with a written exam - a test from the topics of literature from the Middle Ages to Classicism and Enlightenment, 50% of the rating.
At the final exam, the student will demonstrate an overview knowledge of the literature of older periods in the Italian language, can explain the main literary tendencies of these periods, demonstrate basic educational skills and the ability to obtain information and understand it in their mutual context.
At least 60% of the total scoring must be obtained for successful completion of the course.

The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to acquire basic knowledge of the history of older literature in the Italian language and to be able to transfer them to the teaching process in didactized processing.
After successful completion of the course the student:
• obtains a basic overview of the development of Italian literature from the first literary texts to the beginning of the 18th century,
• can explain the main tendencies and literary directions of literature of older periods,
• can recognize the most important representatives and knows representative works of older literature in the Italian language,
• has the ability to obtain and understand information in relation to each other,
• develops the abilities of creative didactizing processing of literary issues and presentation of the results of his work,
• has developed basic learning skills.
After successful completion of the course, the student should have a basic overview of Italian literature from the beginning to the beginning of the 18th century.
Completion of the course contributes to the development of communicative competence in the Italian language and specifically to the ability to understand artistic texts in Italian.

**Class syllabus:**
Medieval poetry.
The origins of prose in the Middle Ages.
Literature of the late Middle Ages.
Poetry in the period of Humanism and the Renaissance.
Literature of the Baroque period.
Literature of the period of Classicism.
Literature of the Enlightenment period.

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
ARMELLINI, G., COLOMBO G. Letteratura Letterature, 2005. Guida storica, Antologie A,B,C,D,E,F,G,H. Bologna, Zanichelli, 2005. ISBN: 9788808338600, 616, 620, 678, 682, 692, 715, 739, 753, 777.
RAIMONDI, E. 2009. Letteratura italiana. Leggere, come io l´intendo... 1. Dalle origini all´età comunale. Milano : Edizioni Scolastiche Bruno Mondadori, 2009. 815 s. ISBN 978 88 424 5038 2.RAIMONDI, E. 2009. Letteratura italiana. Leggere, come io l´intendo... 2. Umanesimo e Rinascimento. Milano : Edizioni Scolastiche Bruno Mondadori, 2009. 696 s. ISBN 978 88 424 5073 3.
RAIMONDI, E. 2009. Letteratura italiana. Leggere, come io l´intendo... 3. Dal Barocco al Neoclassicismo. Milano : Edizioni Scolastiche Bruno Mondadori, 2009. 920 s. ISBN 978 88 424 5074 0.
ŠPIČKA, J. a kol. 2014. Letteratura italiana del Medioevo e del Rinascimento. Olomouc: Palacký University in Olomouc. 2014, 266 pp. ISBN 978-80-244-4391-1.

Domokos, Gy. 2013. La presenza della Bibbia nelle opere napoletane di Giovanni Boccaccio STUDI AMBROSIANI DI ITALIANISTICA. ISBN 978-88-7870-923-2.
PALÁGYI, T. 1997. De la pluralité des styles dans la "Divine Comédie". Revue d'études françaises : 2 (1997), p. 95-114. ISSN 1416-6399.

**Languages necessary to complete the course:**
Italian and Slovak, French (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 57

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 43,86 | 0,0 | 21,05 | 15,79 | 8,77 | 10,53 | 0,0 |

**Lecturers:** prof. György Domokos, PhD., doc. Tivadar Palágyi, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde009/22 | Survey of the History of Italian Literature 2. |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 4 **per level/semester:** 52
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 4 hours per week; total per semester 44 hours
Study method: combined (primary attendance)
Student workload: a total of 150 hours of student work
44 hours of in-person teaching, 22 hours of continuous home preparation for lessons, sub-tasks; 32 hours preparation of the seminar work and its presentation in the classroom; 52 hours test preparation.
Teaching methods: lecturing, interpretation, discussion of the topic discussed, interview, work with the professional text, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 6

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in classroom activities and performance of tasks during the semester, writing of seminar work and its oral presentation in the form of a report and final examination of the contents of the subject.
· Active participation in classroom activities and performance of ongoing tasks, 22 % evaluation.
During the semester, the student is invited to actively participate in discussions and interviews on the topic being discussed. During the semester, he receives partial tasks, the control and evaluation of which is carried out orally in the classroom.
· Preparation and preparation of seminar work and its presentation in the form of a report, 28 % evaluation, of which 14 % written processing, 14 % oral presentation.
At the beginning of the course, the student chooses a theme from the course topics, which he/she prepares during the semester and presents it in the specified lesson in the form of a report. The aim of the work is to prove that it can adapt the acquired knowledge into didactic processing of the contents of Italian literature and present it in an appropriate way.
· The subject ends with a written examination - a test from the 19th and 20th centuries of literature, 50% of the rating.
At the final exam, the student will demonstrate an overview knowledge of literature from the 19th and 20th centuries in The Italian language, he/she can explain the main trends of literary directions of literature of these periods, demonstrate basic educational skills and the ability to obtain information and to interpret it.

At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to acquire basic knowledge of the history of 19th and 20th century literature in the Italian language and to be able to transfer them to the teaching process in didactized processing.
After successful completion of the course the student:
• obtains a basic overview of the development of Italian literature of the 19th century and the 20th century,
• can explain the main trends and literary directions,
• can recognize the most important representatives and works of literature in the Italian language,
• has the ability to obtain and understand information in relation to each other,
• be able to adapt the acquired knowledge into the didactic processing of the contents of Italian literature and present it in an appropriate way,
• has a broader developed basic learning skills.
After successful completion of the course, the student should have a basic overview of the history of Italian literature of the period of the 19th and 20th centuries.
Completion of the course contributes to the development of communicative competence in the Italian language and specifically to the ability to understand artistic texts in Italian.

**Class syllabus:**

Development of individual literary genres in the 19th century.
Poetry and prose of Romanticism, historical novel.
Realistic and naturalistic novel.
Symbolism in poetry.
Development of individual literary genres in the 20th century.
Chapters from contemporary Italian literature.

**Recommended literature:**

During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
RMELLINI, G., COLOMBO G. Letteratura Letterature, 2005. Guida storica, Antologie A,B,C,D,E,F,G,H. Bologna, Zanichelli, 2005. ISBN: 9788808338600, 616, 620, 678, 682, 692, 715, 739, 753, 777.
DOMOKOS, Gy. 2008. La sintassi volgare di Bonvesin dra Riva : aspetti di fonetica, morphfologia e sintassi. Milano: Edizioni C.U.S.L., 2008. 149 p. ISBN: 9788881324828
PALÁGYI, T. 2011. Rota Dantis et Roue de Verlaine : Le mélange des niveaux de style dans la poésie française et italienne. Saarbrücken : Éditions Universitaires Européennes, 107 p. ISBN 6131566070.
RAIMONDI, E., ANSELMI G.M., CHINES, L. 2009. Leggere come io l'intendo. Vol. 4, Il Romanticismo, Torino: Ed. Scolastiche Bruno Mondadori, 2009. ISBN 9788842450054
RAIMONDI, E., ANSELMI G.M., CHINES, L. 2009. Leggere come io l'intendo. Vol. 5, Dal Naturalismo al primo Novecento, Torino: Ed. Scolastiche Bruno Mondadori, 2009. ISBN 978884245075

RAIMONDI, E., ANSELMI G.M., CHINES, L. 2009. Leggere come io l'intendo. Vol. 6, Il Novecento, Torino: Ed. Scolastiche Bruno Mondadori, 2009. ISBN 9788842450764
DOMOKOS, Gy. 2016. Il veneziano trecentesco del codice dantesco di Budapest. In: LUDMANN, Á. (a cura di), Italia nostra : Studi filologici italo-ungheresi. Budapest: ELTE Eötvös József Collegium, pp 148-160 (2016) [Antiquitas, Byzantium, Renascentia ISSN 2064-2369 ; 23]

**Languages necessary to complete the course:**
Italian and Slovak, French (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 34

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 47,06 | 0,0 | 14,71 | 11,76 | 11,76 | 8,82 | 5,88 |

**Lecturers:** prof. György Domokos, PhD., doc. Tivadar Palágyi, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde009/22 | Teaching practice (A) |

**Educational activities:**
**Type of activities:** practice
**Number of hours:**
**per week:** **per level/semester:** 1t
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student completes an introductory practice seminar with the practice methodologist and a hospitality in a primary or secondary school according to the subject/subject specialization of the practice in the range of 10 - 20 hours. The student will keep a practice portfolio of the hours of hospitalisation, which he/she will submit to the practice methodologist for evaluation in print or electronic form (as agreed with the practice methodologist). The final assessment takes the form of a colloquium. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The goal of the Teaching Practicum (A) is to initiate the professional vision of male and female student teachers, particularly in terms of descriptive and identification. After completing the course, the student knows and can navigate in school documentation, can process the record of the educational unit hospitalization, can describe educational phenomena (elements of communication in the learning group, individual differences of pupils, phenomena of the dynamics of the learning group), can identify the individual educational goals, methods, forms, principles and content elements of education. The aim of the course is also to observe and analyse the manifestations of the teacher's personality and the classroom environment. The student will be able to distinguish and evaluate the application of positive and negative evaluation in teaching, be able to identify non-standard educational situations and evaluate the effectiveness of their solution.

**Class syllabus:**
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization - pre-praxis meeting: defining the objectives, methods and focus of the hospitalization.
The implementation phase of hospitalization - own observation of the educational process and processing of the hospitalization portfolio with emphasis on aspects of Communication in education, elements of communication, individual differences of pupils, phenomena of the dynamics of the learning group, educational goals, methods, forms, principles and content elements of education, manifestations of the teacher's personality and the classroom environment, positive and negative evaluations in teaching, non-standard educational situations.
The final phase of the hospitalization - post-hospitalization colloquium: analysis of the practice portfolio, reflection and interpretation of the observed educational phenomena. Familiarisation with the school documentation: state and school curriculum, electronic class book, online student book, Edupage information system. Educational standards, individual education plans, etc.

**Recommended literature:**
Reference sources:
Compulsory reading:
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.
KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. 2016. Učitelské praxe – současné poznatky a perspektivy. Brno. 2016. Masarykova univerzita. ISBN 978-80-210-8274-8
STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5231-4
The national curriculum for ISCED 2 and ISCED 3.
Pedagogical documentation

**Languages necessary to complete the course:**
slovak language

**Notes:**
The student enrolls in Teaching practice (A) concurrently with the course or after completing the course Theoretical basics of education. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

**Past grade distribution**
Total number of evaluated students: 1409

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 62,6 | 0,0 | 27,18 | 5,75 | 0,85 | 0,57 | 3,05 |

**Lecturers:** Mgr. Vladimíra Zemančíková, PhD., PaedDr. Eva Labudová, PhD., Mgr. Štefánia Ferková, PhD., PaedDr. Tímea Šeben Zaťková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde009/22 | Teaching practice (A) |

**Educational activities:**
**Type of activities:** practice
**Number of hours:**
**per week:** **per level/semester:** 1t
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student completes an introductory practice seminar with the practice methodologist and a hospitality in a primary or secondary school according to the subject/subject specialization of the practice in the range of 10 - 20 hours. The student will keep a practice portfolio of the hours of hospitalisation, which he/she will submit to the practice methodologist for evaluation in print or electronic form (as agreed with the practice methodologist). The final assessment takes the form of a colloquium. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The goal of the Teaching Practicum (A) is to initiate the professional vision of male and female student teachers, particularly in terms of descriptive and identification. After completing the course, the student knows and can navigate in school documentation, can process the record of the educational unit hospitalization, can describe educational phenomena (elements of communication in the learning group, individual differences of pupils, phenomena of the dynamics of the learning group), can identify the individual educational goals, methods, forms, principles and content elements of education. The aim of the course is also to observe and analyse the manifestations of the teacher's personality and the classroom environment. The student will be able to distinguish and evaluate the application of positive and negative evaluation in teaching, be able to identify non-standard educational situations and evaluate the effectiveness of their solution.

**Class syllabus:**
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization - pre-praxis meeting: defining the objectives, methods and focus of the hospitalization.
The implementation phase of hospitalization - own observation of the educational process and processing of the hospitalization portfolio with emphasis on aspects of Communication in education, elements of communication, individual differences of pupils, phenomena of the dynamics of the learning group, educational goals, methods, forms, principles and content elements of education, manifestations of the teacher's personality and the classroom environment, positive and negative evaluations in teaching, non-standard educational situations.
The final phase of the hospitalization - post-hospitalization colloquium: analysis of the practice portfolio, reflection and interpretation of the observed educational phenomena. Familiarisation with the school documentation: state and school curriculum, electronic class book, online student book, Edupage information system. Educational standards, individual education plans, etc.

**Recommended literature:**
Reference sources:
Compulsory reading:
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.
KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. 2016. Učitelské praxe – současné poznatky a perspektivy. Brno. 2016. Masarykova univerzita. ISBN 978-80-210-8274-8
STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5231-4
The national curriculum for ISCED 2 and ISCED 3.
Pedagogical documentation

**Languages necessary to complete the course:**
slovak language

**Notes:**
The student enrolls in Teaching practice (A) concurrently with the course or after completing the course Theoretical basics of education. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

**Past grade distribution**
Total number of evaluated students: 1409

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 62,6 | 0,0 | 27,18 | 5,75 | 0,85 | 0,57 | 3,05 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde010/22 | Teaching practice (B) |

**Educational activities:**
**Type of activities:** practice
**Number of hours:**
**per week:** **per level/semester:** 1t
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist, and will complete at least 10 hours of hospitalization at a primary or secondary school according to the subject/content specialization. The student will keep a personal portfolio of teaching practice from the hours of hospitalization. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The portfolio is submitted by the student to the Practice Methodologist for evaluation, and at the end of the portfolio the student will attend a colloquium to evaluate and reflect on the teaching practice.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes and transferable competences:
The goal of Teaching Practice B is to initiate students' professional vision at the level of descriptive and identification. After completing the pedagogical practice B, the student knows and can work with pedagogical documentation, can process the record of the teaching unit hospitalization. Identifies the main objectives, methods, forms and phases of the teaching process. Can describe the elements of communication and classroom dynamics.

**Class syllabus:**
Brief outline of the course:
The aim of teaching practice B is to enable students to observe the teaching process from the perspective of a future teacher. During the practicum, students observe the teaching process of the practicing teachers and, on the basis of theoretical knowledge of general didactics, analyse the teaching process in its entirety and, in the final reflection, formulate a characterisation of the observed teaching, the working atmosphere, evaluate the pedagogical competence of the practicing teachers, point out the positives and negatives, propose their own solutions and describe suggestions for change, and give their own reflections on the profession of teaching, where they are in relation to the observed teaching process.
Preparatory phase for the practice: pre-practicum seminar, definition of requirements for the implementation of the practice, preparation and study of hospitality sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
The implementation phase of the practice: self-observation of the teaching process, processing of hospitality sheets with emphasis on aspects of objectives, methods, Communication in education, teacher and pupils' activities, identification of teaching phases, cognitive functions, pupils' activity and activation, and a comprehensive record of the teaching process.
Evaluation phase of practice: interpretation of observed educational phenomena, analysis of the hospital portfolio, reflection on the pedagogical practice B.

**Recommended literature:**
Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.
KOMENSKÝ, J. A. (1954). Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: ŠVEC, V., LOJDOVÁ, K., PRAVDOVÁ, B. 2016. Učitelské praxe – současné poznatky a perspektivy.

Brno: Masarykova univerzita. ISBN 978-80-210-8274-8 https://munispace.muni.cz/library/catalog/book/829
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0
KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6
KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. 28 s. ISBN 978-80-210-9581-6 https://www.phil.muni.cz/do/fi/is/sebehodnotici_nastroj/Standard-kvality-profesnich-kompetenci.pdf
STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021, 30 s., (1,45 AH), ISBN 978-80-223-5231-4
National curriculum for ISCED 2 and ISCED 3

**Languages necessary to complete the course:**
slovak, english and czech

**Notes:**
The student enrolls in Pedagogical Practice (B) concurrently with the course or after completing the course General Didactics. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

**Past grade distribution**
Total number of evaluated students: 1269

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 53,66 | 0,0 | 25,06 | 12,21 | 4,81 | 2,29 | 1,97 |

**Lecturers:** Ing. Eva Tóblová, PhD., PhDr. Dušan Damián Brezány, Mgr. Peter Ostradický, PhD., Mgr. Eva Gáliková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

# COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde010/22 | Teaching practice (B) |

**Educational activities:**
**Type of activities:** practice
**Number of hours:**
**per week:** **per level/semester:** 1t
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist, and will complete at least 10 hours of hospitalization at a primary or secondary school according to the subject/content specialization. The student will keep a personal portfolio of teaching practice from the hours of hospitalization. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The portfolio is submitted by the student to the Practice Methodologist for evaluation, and at the end of the portfolio the student will attend a colloquium to evaluate and reflect on the teaching practice.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes and transferable competences:
The goal of Teaching Practice B is to initiate students' professional vision at the level of descriptive and identification. After completing the pedagogical practice B, the student knows and can work with pedagogical documentation, can process the record of the teaching unit hospitalization. Identifies the main objectives, methods, forms and phases of the teaching process. Can describe the elements of communication and classroom dynamics.

**Class syllabus:**
Brief outline of the course:
The aim of teaching practice B is to enable students to observe the teaching process from the perspective of a future teacher. During the practicum, students observe the teaching process of the practicing teachers and, on the basis of theoretical knowledge of general didactics, analyse the teaching process in its entirety and, in the final reflection, formulate a characterisation of the observed teaching, the working atmosphere, evaluate the pedagogical competence of the practicing teachers, point out the positives and negatives, propose their own solutions and describe suggestions for change, and give their own reflections on the profession of teaching, where they are in relation to the observed teaching process.
Preparatory phase for the practice: pre-practicum seminar, definition of requirements for the implementation of the practice, preparation and study of hospitality sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
The implementation phase of the practice: self-observation of the teaching process, processing of hospitality sheets with emphasis on aspects of objectives, methods, Communication in education, teacher and pupils' activities, identification of teaching phases, cognitive functions, pupils' activity and activation, and a comprehensive record of the teaching process.
Evaluation phase of practice: interpretation of observed educational phenomena, analysis of the hospital portfolio, reflection on the pedagogical practice B.

**Recommended literature:**
Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.
KOMENSKÝ, J. A. (1954). Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: ŠVEC, V., LOJDOVÁ, K., PRAVDOVÁ, B. 2016. Učitelské praxe – současné poznatky a perspektivy.

Brno: Masarykova univerzita. ISBN 978-80-210-8274-8 https://munispace.muni.cz/library/catalog/book/829
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0
KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6
KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. 28 s. ISBN 978-80-210-9581-6 https://www.phil.muni.cz/do/fi/is/sebehodnotici_nastroj/Standard-kvality-profesnich-kompetenci.pdf
STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021, 30 s., (1,45 AH), ISBN 978-80-223-5231-4
National curriculum for ISCED 2 and ISCED 3

**Languages necessary to complete the course:**
slovak, english and czech

**Notes:**
The student enrolls in Pedagogical Practice (B) concurrently with the course or after completing the course General Didactics. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

**Past grade distribution**
Total number of evaluated students: 1269

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 53,66 | 0,0 | 25,06 | 12,21 | 4,81 | 2,29 | 1,97 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde001/22 | Theoretical basics of education |

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

**Number of credits:** 4

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, 50% of the interim and 50% of the final assessment
The interim evaluation includes the following:
- continuous work during the semester focused on current issues of education, defining educational goals, concretizing educational principles, identifying educational methods, etc. - 15 points,
- term paper focused on a selected area of education - 35 points.
The final evaluation includes the following:
- final examination in written form - 50 points.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good

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

**Learning outcomes:**

Learning outcomes:
Learning objectives and outcomes:
Students will gain knowledge and understanding of the educational and self-educational process in a social context with emphasis on the application of the principles of creative-humanistic education and the presentation of new approaches and perspectives in the development of modern educational theory. On a theoretical-empirical level, students are able to implement a variety of educational activities and activities that can be applied within the profession of teacher/educator/teaching assistant and have the competence to solve basic problem situations in educational practice in collaboration with other professionals.
Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

**Class syllabus:**

Brief outline of the course:
An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.
Views on education. Education in different historical periods.
School documents and legislation with a focus on education. Educational programme.
Goals of education and their determination.
The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
Educational methods and new trends.
Characteristics and classification of educational principles.
Concretization of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.
Organizational forms and means of education.
The personality of the teacher/educator/teaching assistant in the educational process. Educational styles and requirements for the personality of the teacher/educator/teaching assistant. Code of ethics of the teaching profession.
The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.
Educational environment and its importance for a person.

Family and family education. Educational styles in the family. Negative tendencies in family upbringing.
Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
Education outside the classroom and its specifics.

**Recommended literature:**

Compulsory reading:

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4
GOGOVÁ, A., KROČKOVÁ, Š., PINTES, G. (2004). Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Recommended reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144s. ISBN 978-80-8200 034-7
FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al. (2017). Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. (2006). Úvod do pedagogiky. Nitra: Enigma, 2006. 356 s. ISBN 80-89132-29-4
KOLDEOVÁ, L. (2018). Odmeny a tresty v rodinnej výchove. Bratislava: UK. 161 s. ISBN 978-80-223-4649-8
KOSOVÁ, B. (2015). Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1
KRATOCHVÍLOVÁ, E. et a. (2007). Úvod do pedagogiky. Trnava: PF TU. 168 s. ISBN 978-80-8082-145-6 PELIKÁN, J. (1995). Výchova jako teoretický problém. Ostrava: Amosium Servis. 234 s. ISBN 80-85498-27-8
SKARUPSKÁ, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80-86798-70-7
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8
STROUHAL, M. (2013). Teorie výchovy. Praha: Grada. 192 s. ISBN 978-80-2474-212-0
TRABALÍKOVÁ, J., MACHÁČEK, D., ZEMANČÍKOVÁ, V. (2014). Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. 195 s. ISBN 978-80-554-0904-7
ZELINA, M. (2010). Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. 232 s. ISBN 978-80-1001-884-0

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Notes: students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 1602

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 43,88 | 0,0 | 23,97 | 13,8 | 5,81 | 4,37 | 8,18 |

**Lecturers:** PaedDr. Eva Labudová, PhD., prof. PaedDr. Ján Danek, CSc.

| |
|---|
| **Last change:** 09.11.2022 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde001/22 | **Course title:**<br>Theoretical basics of education |
| **Educational activities:**<br>**Type of activities:** lecture + seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 4 | |
| **Recommended semester:** 2., 4. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed by examination, 50% of the interim and 50% of the final assessment

The interim evaluation includes the following:

- continuous work during the semester focused on current issues of education, defining educational goals, concretizing educational principles, identifying educational methods, etc. - 15 points,
- term paper focused on a selected area of education - 35 points.

The final evaluation includes the following:

- final examination in written form - 50 points.

The rating is awarded on a scale:

A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).

For successful completion of the course it is necessary to obtain at least 60% of the points.

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good

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

**Learning outcomes:**

Learning outcomes:
Learning objectives and outcomes:
Students will gain knowledge and understanding of the educational and self-educational process in a social context with emphasis on the application of the principles of creative-humanistic education and the presentation of new approaches and perspectives in the development of modern educational theory. On a theoretical-empirical level, students are able to implement a variety of educational activities and activities that can be applied within the profession of teacher/educator/teaching assistant and have the competence to solve basic problem situations in educational practice in collaboration with other professionals.
Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

**Class syllabus:**

Brief outline of the course:
An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.
Views on education. Education in different historical periods.
School documents and legislation with a focus on education. Educational programme.
Goals of education and their determination.
The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
Educational methods and new trends.
Characteristics and classification of educational principles.
Concretization of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.
Organizational forms and means of education.
The personality of the teacher/educator/teaching assistant in the educational process. Educational styles and requirements for the personality of the teacher/educator/teaching assistant. Code of ethics of the teaching profession.
The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.
Educational environment and its importance for a person.

Family and family education. Educational styles in the family. Negative tendencies in family upbringing.
Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
Education outside the classroom and its specifics.

**Recommended literature:**

Compulsory reading:

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4
GOGOVÁ, A., KROČKOVÁ, Š., PINTES, G. (2004). Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Recommended reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144s. ISBN 978-80-8200 034-7
FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al. (2017). Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. (2006). Úvod do pedagogiky. Nitra: Enigma, 2006. 356 s. ISBN 80-89132-29-4
KOLDEOVÁ, L. (2018). Odmeny a tresty v rodinnej výchove. Bratislava: UK. 161 s. ISBN 978-80-223-4649-8
KOSOVÁ, B. (2015). Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1
KRATOCHVÍLOVÁ, E. et a. (2007). Úvod do pedagogiky. Trnava: PF TU. 168 s. ISBN 978-80-8082-145-6 PELIKÁN, J. (1995). Výchova jako teoretický problém. Ostrava: Amosium Servis. 234 s. ISBN 80-85498-27-8
SKARUPSKÁ, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80-86798-70-7
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8
STROUHAL, M. (2013). Teorie výchovy. Praha: Grada. 192 s. ISBN 978-80-2474-212-0
TRABALÍKOVÁ, J., MACHÁČEK, D., ZEMANČÍKOVÁ, V. (2014). Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. 195 s. ISBN 978-80-554-0904-7
ZELINA, M. (2010). Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. 232 s. ISBN 978-80-1001-884-0

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Notes: students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 1602

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 43,88 | 0,0 | 23,97 | 13,8 | 5,81 | 4,37 | 8,18 |

**Lecturers:** prof. PaedDr. Ján Danek, CSc., PaedDr. Eva Labudová, PhD.

| |
|---|
| **Last change:** 09.11.2022 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde021/22 | Translation Exercises in Italian Language 1. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous domestic preparation in the form of preparation of continuously entered translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, group discussion, comparison of translation solutions, problem solving tasks, interview, managed self-study

**Number of credits:** 2

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons and performance of continuous tasks during the semester, consisting in the preparation of practical translations of texts of lower difficulty and theoretical assignments, as well as the handing over of the final individually prepared translation of the text according to the instructor's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities and in translation discussions, 20%.
• Preparation of interim tasks in the form of translations of texts and selected theoretical assignments, 40 %.
• Individually prepared translation of the text according to the instructor's input, 40%.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the instructor's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:

A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to acquire basic translation skills, which the student will apply to specific texts. The course is aimed at translating texts from Italian to Slovak and on translation of artistic and professional style texts at a lower level of difficulty. Part of the course is an interpretation of basic theoretical and terminological knowledge in the field of translation, the so-called translation minimum.
After successful completion of the course:
• acquires basic translation skills,
• acquires basic knowledge of translation terminology and theory,
• can apply theoretical knowledge to specific texts at a lower level of difficulty,
• can discuss and justify translation solutions,
• develops creative and flexible thinking.
After successful completion of the course, the student will acquire basic translation skills, which he will apply to specific texts at a lower level of difficulty. Together with practical skills, he will gradually become acquainted with basic knowledge in the field of translation theory. The exercises are focused on translation from Italian to Slovak and on texts of artistic and professional style of lower difficulty.

**Class syllabus:**
Basic practical competencies and theoretical knowledge of the translator.
The translation process.
Specific types of translation.
Application of acquired knowledge when translating texts from Italian to Slovak.
Translation of texts of shorter scope and less difficulty from Italian to Slovak.

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 s. ISBN80-892556-02-3.
KUČMOVÁ A., 2015, Le varietà della lingua italiana nella prospettiva dell'interprete. In zahraničný zborník LINGUE, CULTURE, LETTERATURE TRA GEOGRAFIA E STORIA 2015, HRADEC KRÁLOVÉ, Gaudeamus, str. 152 - 162 Katarína Klimová, Eva Mesárová (eds.), ISBN 978 80 74 35 618 6
OSIMO, B., 1998. Manuale del traduttore. Guida pratica con glossario. Milano: Hoepli. 1998
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. 1. vyd., Bratislava : Enigma, 2009. 323 s. ISBN 978-80-89132-82-9
PALÁGYI, T. 2019. Traduire Houellebecq : Étude comparée de quelques versions de Soumission. PHILOLOGIA (BRATISLAVA) : 29 1-2 p. 183-204. ISBN 1339-2026

**Languages necessary to complete the course:**
Slovak and Italian, French (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 21

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 90,48 | 0,0 | 4,76 | 0,0 | 0,0 | 0,0 | 4,76 |

**Lecturers:** doc. Tivadar Palágyi, PhD., doc. Mgr. Katarína Klimová, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde021/22 | Translation Exercises in Italian Language 1. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous domestic preparation in the form of preparation of continuously entered translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, group discussion, comparison of translation solutions, problem solving tasks, interview, managed self-study

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons and performance of continuous tasks during the semester, consisting in the preparation of practical translations of texts of lower difficulty and theoretical assignments, as well as the handing over of the final individually prepared translation of the text according to the instructor's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities and in translation discussions, 20%.
• Preparation of interim tasks in the form of translations of texts and selected theoretical assignments, 40 %.
• Individually prepared translation of the text according to the instructor's input, 40%.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the instructor's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:

A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to acquire basic translation skills, which the student will apply to specific texts. The course is aimed at translating texts from Italian to Slovak and on translation of artistic and professional style texts at a lower level of difficulty. Part of the course is an interpretation of basic theoretical and terminological knowledge in the field of translation, the so-called translation minimum.
After successful completion of the course:
• acquires basic translation skills,
• acquires basic knowledge of translation terminology and theory,
• can apply theoretical knowledge to specific texts at a lower level of difficulty,
• can discuss and justify translation solutions,
• develops creative and flexible thinking.
After successful completion of the course, the student will acquire basic translation skills, which he will apply to specific texts at a lower level of difficulty. Together with practical skills, he will gradually become acquainted with basic knowledge in the field of translation theory. The exercises are focused on translation from Italian to Slovak and on texts of artistic and professional style of lower difficulty.

**Class syllabus:**
Basic practical competencies and theoretical knowledge of the translator.
The translation process.
Specific types of translation.
Application of acquired knowledge when translating texts from Italian to Slovak.
Translation of texts of shorter scope and less difficulty from Italian to Slovak.

**Recommended literature:**
During the semester, thematic work is carried out with selected chapters and parts of the texts of the study literature below.
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 s. ISBN80-892556-02-3.
KUČMOVÁ A., 2015, Le varietà della lingua italiana nella prospettiva dell'interprete. In zahraničný zborník LINGUE, CULTURE, LETTERATURE TRA GEOGRAFIA E STORIA 2015, HRADEC KRÁLOVÉ, Gaudeamus, str. 152 - 162 Katarína Klimová, Eva Mesárová (eds.), ISBN 978 80 74 35 618 6
OSIMO, B., 1998. Manuale del traduttore. Guida pratica con glossario. Milano: Hoepli. 1998
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. 1. vyd., Bratislava : Enigma, 2009. 323 s. ISBN 978-80-89132-82-9
PALÁGYI, T. 2019. Traduire Houellebecq : Étude comparée de quelques versions de Soumission. PHILOLOGIA (BRATISLAVA) : 29 1-2 p. 183-204. ISBN 1339-2026

**Languages necessary to complete the course:**
Slovak and Italian, French (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 21

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 90,48 | 0,0 | 4,76 | 0,0 | 0,0 | 0,0 | 4,76 |

**Lecturers:** doc. Tivadar Palágyi, PhD., doc. Mgr. Katarína Klimová, PhD.

**Last change:** 30.10.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde025/22 | Translation Exercises in Italian Language 2. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (hippy)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous domestic preparation in the form of preparation of continuously entered translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, comparison of translation solutions, problem solving tasks, interview, discussion, controlled self-study

**Number of credits:** 2

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons and the performance of continuous tasks during the semester, consisting in the preparation of practical translations of medium-intensity texts and selected theoretical assignments, as well as the final individualized translation of the text according to the instructor's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in lessons, activity in translation discussions, 20% evaluation.
• Preparation of continuous tasks - translations of texts at the secondary level of difficulty from Italian to Slovak language and selected assignments from theoretical courses, 40% evaluation.
• Individually prepared translation of the text according to the instructor's input, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the instructor's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the subject.

The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to deepen the translation skills that the student will apply to specific texts. The course is focused on the translation of texts from Italian into Slovak and on the translation of texts of artistic, professional style at medium difficulty level. The course will include the interpretation of theoretical and terminological knowledge in the field of translation, the extension of the so-called translation minima to other theoretical topics.
After successful completion of the course:
• improve his/her practical skills in translating texts,
• expands his/her knowledge of translation terminology and theory,
• can apply theoretical knowledge to the translation of texts at the secondary level of difficulty, can create translated text at a serious language level,
• can discuss and justify translation solutions, improves his/her ability to argue and link lessons learned from different fields,
• develops creative and flexible thinking.
After successful completion of the course, the student will improve his/her practical skills in translating texts of different styles through practical exercises and expand his/her theoretical knowledge in the field of translation. After completing the course, he/she should be able to master the translation of texts in the middle degree of difficulty from the Italian language to the Slovak language.

**Class syllabus:**
Practical and theoretical preparation of the translator.
Translation procedures and techniques.
Translation principles.
The issue of translation from a foreign language to Slovak.
Application of acquired knowledge to specific texts.
Translate texts of different styles from Italian to Slovak.

**Recommended literature:**
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 s. ISBN 80-892556-02-3
Kučmová Alexandra, 2015, Le varietà della lingua italiana nella prospettiva dell'interprete. In zahraničný zborník LINGUE, CULTURE, LETTERATURE TRA GEOGRAFIA E STORIA 2015, HRADEC KRÁLOVÉ, Gaudeamus, str. 152 - 162 Katarína Klimová, Eva Mesárová (eds.), ISBN 978 80 74 35 618 6
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. Bratislava: Enigma, 2009. 323 s. ISBN 978-80-89132-82-9 (1. kapitola, D. Müglová, s. 11–81)
ECO, U., 2003, Dire quasi la stessa cosa, Esperienze di traduzione, Bompiani, Milano, 2003

**Languages necessary to complete the course:**
Slovak and Italian

**Notes:**

**Past grade distribution**
Total number of evaluated students: 1

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

**Lecturers:** doc. Tivadar Palágyi, PhD., doc. Mgr. Katarína Klimová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde025/22 | Translation Exercises in Italian Language 2. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (hippy)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous domestic preparation in the form of preparation of continuously entered translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, comparison of translation solutions, problem solving tasks, interview, discussion, controlled self-study

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons and the performance of continuous tasks during the semester, consisting in the preparation of practical translations of medium-intensity texts and selected theoretical assignments, as well as the final individualized translation of the text according to the instructor's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in lessons, activity in translation discussions, 20% evaluation.
• Preparation of continuous tasks - translations of texts at the secondary level of difficulty from Italian to Slovak language and selected assignments from theoretical courses, 40% evaluation.
• Individually prepared translation of the text according to the instructor's input, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the instructor's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the subject.

The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to deepen the translation skills that the student will apply to specific texts. The course is focused on the translation of texts from Italian into Slovak and on the translation of texts of artistic, professional style at medium difficulty level. The course will include the interpretation of theoretical and terminological knowledge in the field of translation, the extension of the so-called translation minima to other theoretical topics.
After successful completion of the course:
• improve his/her practical skills in translating texts,
• expands his/her knowledge of translation terminology and theory,
• can apply theoretical knowledge to the translation of texts at the secondary level of difficulty, can create translated text at a serious language level,
• can discuss and justify translation solutions, improves his/her ability to argue and link lessons learned from different fields,
• develops creative and flexible thinking.
After successful completion of the course, the student will improve his/her practical skills in translating texts of different styles through practical exercises and expand his/her theoretical knowledge in the field of translation. After completing the course, he/she should be able to master the translation of texts in the middle degree of difficulty from the Italian language to the Slovak language.

**Class syllabus:**
Practical and theoretical preparation of the translator.
Translation procedures and techniques.
Translation principles.
The issue of translation from a foreign language to Slovak.
Application of acquired knowledge to specific texts.
Translate texts of different styles from Italian to Slovak.

**Recommended literature:**
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 s. ISBN 80-892556-02-3
Kučmová Alexandra, 2015, Le varietà della lingua italiana nella prospettiva dell'interprete. In zahraničný zborník LINGUE, CULTURE, LETTERATURE TRA GEOGRAFIA E STORIA 2015, HRADEC KRÁLOVÉ, Gaudeamus, str. 152 - 162 Katarína Klimová, Eva Mesárová (eds.), ISBN 978 80 74 35 618 6
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. Bratislava: Enigma, 2009. 323 s. ISBN 978-80-89132-82-9 (1. kapitola, D. Müglová, s. 11–81)
ECO, U., 2003, Dire quasi la stessa cosa, Esperienze di traduzione, Bompiani, Milano, 2003

**Languages necessary to complete the course:**
Slovak and Italian

**Notes:**

**Past grade distribution**
Total number of evaluated students: 1

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

**Lecturers:** doc. Tivadar Palágyi, PhD., doc. Mgr. Katarína Klimová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde029/22 | Translation Exercises in Italian Language 3. |

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

**Type, volume, methods and workload of the student - additional information**
Type, scope and methods of educational activities:
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (hippy)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous domestic preparation in the form of preparation of continuously entered translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, comparison of translation solutions, problem solving tasks, interview, discussion, controlled self-study

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons and performance of continuous tasks during the semester. During the semester, the student receives tasks for the written preparation of translations of texts discussed in the classroom. After discussion, it will produce a definitive version of the translation incorporating the comments from the discussion and the knowledge from the theoretical interpretation. Part of the course is the interpretation of selected theoretical contents in the field of translatology. At the end of the course, the student prepares and submits an individually prepared translation of the text according to the instructor's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in lessons, participation in discussion, 20% evaluation.
• Written preparation of continuously entered translations and selected assignments from theoretical course headings, 40% evaluation.
• Final individual translation, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of

texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the instructor's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to deepen theoretical knowledge and practical skills in translating texts from Italian to Slovak, but also vice versa, from Slovak to Italian. After successful completion of the subject:
· improves practical skills in translating medium-intensity texts from Italian to Slovak,
· expands its skills in translating lower-intensity texts from Slovak to Italian,
· expands knowledge of theories and opinions of Italian experts
· can discuss and justify translation solutions.
The student will deepen theoretical knowledge and practical skills in translating texts of different styles on the subject through practical exercises. After completing the subject, he should be able to master the translation of texts at the secondary level of difficulty from Italian to Slovak and texts at a lower level of difficulty from Slovak to Italian. At the same time as improving his practical skills, he will also deepen his ability to theoretical reflection on translation.

**Class syllabus:**
Theoretical preparation of translator from Italian to Slovak and from Slovak to Italian.
Theory, history and practice of artistic translation in Romance countries, especially Italy.
Formal correspondence and dynamic equivalence.
Application of acquired knowledge to specific texts.

**Recommended literature:**
BOJNIČANOVÁ, R. Formálna korešpondencia a dynamická ekvivalencia. In: Translatologické štúdie : teória, história a prax umeleckého prekladu v románskych krajinách (vybrané texty). Bratislava: AnaPress, 2010. s. 139-150. ISBN 978-80-89137-64-0
Komenského, 2012. s. 33-41. ISBN 978-80-223-3256-9
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. 1. vyd., Bratislava : Enigma, 2009. 323 s. ISBN 978-80-89132-82-9
POPOVIČ, A. 1975. Teória umeleckého prekladu. Bratislava : Tatran, 1975. 293 s.
RAKŠÁNYOVÁ, J., 2005. Preklad ako interkultúrna komunikácia. Bratislava: AnaPress, 2005, 140 p., ISBN 80-89137-09-1
VILIKOVSKÝ, J. 1984. Preklad ako tvorba. Bratislava : Slovenský spisovateľ, 1984. 229 s. ISBN 72-103-84
LENZI KUČMOVÁ, A., NIKOLAJOVÁ KUPFERSCHMIDTOVÁ, E., ŠTUBŇA P.: On selected aspects of languages for special puposes, Uherské Hradiště
: Vědecké nakladatestvíFakulty veřejnoprávních a ekonomických studií v Uherském Hradišti, 2018, 978-80-907179-7-8, 140 s.

**Languages necessary to complete the course:**
Slovak and Italian, English (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 1

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

**Lecturers:** doc. Tivadar Palágyi, PhD., doc. Mgr. Katarína Klimová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde029/22 | Translation Exercises in Italian Language 3. |

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

**Type, volume, methods and workload of the student - additional information**
Type, scope and methods of educational activities:
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (hippy)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous domestic preparation in the form of preparation of continuously entered translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, comparison of translation solutions, problem solving tasks, interview, discussion, controlled self-study

**Number of credits:** 2

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons and performance of continuous tasks during the semester. During the semester, the student receives tasks for the written preparation of translations of texts discussed in the classroom. After discussion, it will produce a definitive version of the translation incorporating the comments from the discussion and the knowledge from the theoretical interpretation. Part of the course is the interpretation of selected theoretical contents in the field of translatology. At the end of the course, the student prepares and submits an individually prepared translation of the text according to the instructor's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in lessons, participation in discussion, 20% evaluation.
• Written preparation of continuously entered translations and selected assignments from theoretical course headings, 40% evaluation.
• Final individual translation, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of

texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the instructor's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to deepen theoretical knowledge and practical skills in translating texts from Italian to Slovak, but also vice versa, from Slovak to Italian. After successful completion of the subject:
· improves practical skills in translating medium-intensity texts from Italian to Slovak,
· expands its skills in translating lower-intensity texts from Slovak to Italian,
· expands knowledge of theories and opinions of Italian experts
· can discuss and justify translation solutions.
The student will deepen theoretical knowledge and practical skills in translating texts of different styles on the subject through practical exercises. After completing the subject, he should be able to master the translation of texts at the secondary level of difficulty from Italian to Slovak and texts at a lower level of difficulty from Slovak to Italian. At the same time as improving his practical skills, he will also deepen his ability to theoretical reflection on translation.

**Class syllabus:**
Theoretical preparation of translator from Italian to Slovak and from Slovak to Italian.
Theory, history and practice of artistic translation in Romance countries, especially Italy.
Formal correspondence and dynamic equivalence.
Application of acquired knowledge to specific texts.

**Recommended literature:**
BOJNIČANOVÁ, R. Formálna korešpondencia a dynamická ekvivalencia. In: Translatologické štúdie : teória, história a prax umeleckého prekladu v románskych krajinách (vybrané texty). Bratislava: AnaPress, 2010. s. 139-150. ISBN 978-80-89137-64-0
Komenského, 2012. s. 33-41. ISBN 978-80-223-3256-9
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. 1. vyd., Bratislava : Enigma, 2009. 323 s. ISBN 978-80-89132-82-9
POPOVIČ, A. 1975. Teória umeleckého prekladu. Bratislava : Tatran, 1975. 293 s.
RAKŠÁNYOVÁ, J., 2005. Preklad ako interkultúrna komunikácia. Bratislava: AnaPress, 2005, 140 p., ISBN 80-89137-09-1
VILIKOVSKÝ, J. 1984. Preklad ako tvorba. Bratislava : Slovenský spisovateľ, 1984. 229 s. ISBN 72-103-84
LENZI KUČMOVÁ, A., NIKOLAJOVÁ KUPFERSCHMIDTOVÁ, E., ŠTUBŇA P.: On selected aspects of languages for special puposes, Uherské Hradiště
: Vědecké nakladatestvíFakulty veřejnoprávních a ekonomických studií v Uherském Hradišti, 2018, 978-80-907179-7-8, 140 s.

**Languages necessary to complete the course:**
Slovak and Italian, English (passive knowledge)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 1

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

**Lecturers:** doc. Tivadar Palágyi, PhD., doc. Mgr. Katarína Klimová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde042/22 | Translation Exercises in Italian Language 4. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours continuous domestic preparation in the form of continuous translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, working in groups, comparing translation solutions, problem solving of tasks, interview, discussion, managed self-study

**Number of credits:** 2

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons and performance of continuous tasks during the semester. During the semester, the student receives tasks for the written preparation of translations of texts discussed in the classroom. After discussion, it will produce a definitive version of the translation incorporating the comments from the discussion and the knowledge from the theoretical interpretation. Part of the course is the interpretation of selected theoretical content from the field of stylistics. At the end of the course, the student prepares and submits an individually prepared translation of the text according to the instructor's assignment. The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, participation in discussion, 20% evaluation.
• Written preparation of translations and selected theoretical assignments, 40% evaluation.
• Final individual translation, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the instructor's instructions is assessed in the case of an individually prepared translation.

At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to deepen theoretical knowledge and practical skills in translating texts from Italian to Slovak and from Slovak to Italian, with a focus on translation of professional and administrative style texts.
Educational outcomes:
After successful completion of the course, the student
• improve practical skills in translating texts, especially professional and administrative style texts, but also essay text,
• expands knowledge of translation terminology,
• can apply theoretical knowledge to specific texts,
• can link the acquired knowledge from different fields of language research,
• can discuss and justify translation solutions, he can argue.
The student will deepen theoretical knowledge and practical translation skills on the subject through practical exercises. After completing the subject, he should be able to master the translation of texts at the secondary level of difficulty from the Italian language to the Slovak language and vice versa. At the same time as improving his/her practical skills, he/she will also deepen his/her ability to theoretical reflection on translation.

**Class syllabus:**
Working with specialized dictionaries.
Accuracy and terminology when translating.
Specificities of professional and administrative style.
Application of acquired knowledge to specific texts with a primary focus on professional and administrative style texts.
Translation of texts on the interface of professional and artistic style, translation of essayist-style text.

**Recommended literature:**
ŠKRLANTOVÁ, M. ; RAKŠÁNYOVÁ, J., 2005. Preklad právnych textov na národnej a nadnárodnej úrovni. Bratislava: AnaPress, 2005, 174 p., ISBN 8089137199
ŠTUBŇA, P.: Ekonomika pre tlmočníkov z/do taliančiny. – 1. vyd. - Bratislava : Z-F Lingua, 2018. - 149 s. ISBN 978-80-8177-046-3
STN EN 38150:2006 (958005) Prekladateľské služby. Požiadavky na prekladateľské služby. Bratislava: Slovenský ústav technickej normalizácie, 2006, 19 s., 30 cm, preložila Alexandra Kučmová
(Contracts, official documents, manuals and instructions in both languages )

**Languages necessary to complete the course:**
Slovak and 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. Katarína Klimová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ITAde042/22 | Translation Exercises in Italian Language 4. |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours continuous domestic preparation in the form of continuous translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, working in groups, comparing translation solutions, problem solving of tasks, interview, discussion, managed self-study

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons and performance of continuous tasks during the semester. During the semester, the student receives tasks for the written preparation of translations of texts discussed in the classroom. After discussion, it will produce a definitive version of the translation incorporating the comments from the discussion and the knowledge from the theoretical interpretation. Part of the course is the interpretation of selected theoretical content from the field of stylistics. At the end of the course, the student prepares and submits an individually prepared translation of the text according to the instructor's assignment. The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, participation in discussion, 20% evaluation.
• Written preparation of translations and selected theoretical assignments, 40% evaluation.
• Final individual translation, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the instructor's instructions is assessed in the case of an individually prepared translation.

At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to deepen theoretical knowledge and practical skills in translating texts from Italian to Slovak and from Slovak to Italian, with a focus on translation of professional and administrative style texts.
Educational outcomes:
After successful completion of the course, the student
• improve practical skills in translating texts, especially professional and administrative style texts, but also essay text,
• expands knowledge of translation terminology,
• can apply theoretical knowledge to specific texts,
• can link the acquired knowledge from different fields of language research,
• can discuss and justify translation solutions, he can argue.
The student will deepen theoretical knowledge and practical translation skills on the subject through practical exercises. After completing the subject, he should be able to master the translation of texts at the secondary level of difficulty from the Italian language to the Slovak language and vice versa. At the same time as improving his/her practical skills, he/she will also deepen his/her ability to theoretical reflection on translation.

**Class syllabus:**
Working with specialized dictionaries.
Accuracy and terminology when translating.
Specificities of professional and administrative style.
Application of acquired knowledge to specific texts with a primary focus on professional and administrative style texts.
Translation of texts on the interface of professional and artistic style, translation of essayist-style text.

**Recommended literature:**
ŠKRLANTOVÁ, M. ; RAKŠÁNYOVÁ, J., 2005. Preklad právnych textov na národnej a nadnárodnej úrovni. Bratislava: AnaPress, 2005, 174 p., ISBN 8089137199
ŠTUBŇA, P.: Ekonomika pre tlmočníkov z/do taliančiny. – 1. vyd. - Bratislava : Z-F Lingua, 2018. - 149 s. ISBN 978-80-8177-046-3
STN EN 38150:2006 (958005) Prekladateľské služby. Požiadavky na prekladateľské služby. Bratislava: Slovenský ústav technickej normalizácie, 2006, 19 s., 30 cm, preložila Alexandra Kučmová
(Contracts, official documents, manuals and instructions in both languages )

**Languages necessary to complete the course:**
Slovak and 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. Katarína Klimová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

**COURSE DESCRIPTION**

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde045/25 | Učenie hrou |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 23

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 73,91 | 0,0 | 17,39 | 0,0 | 0,0 | 8,7 | 0,0 |

**Lecturers:** PhDr. Dušan Damián Brezány, doc. Mgr. Martin Kuruc, PhD., Mgr. Timotej Smutný, Mgr. Barbora Jaslovská, PhD.

**Last change:** 08.09.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde045/25 | Učenie hrou |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 23

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 73,91 | 0,0 | 17,39 | 0,0 | 0,0 | 8,7 | 0,0 |

**Lecturers:**

**Last change:** 08.09.2025

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KNJL/B-NEMde027/22 | Writing principles in Slovak language |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily attendance).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 26 hours of preparation for continuous assessment (continuous tests), 12 hours of preparation for dictation. Total 60 hours of student work.
Teaching methods:
interpretation of the material; explanation of the material; practicing and justifying spelling phenomena; analysis of problem problems, discussion of the topic

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Course completion requirements:
The student will be evaluated during the semester in the form of 2 midterm tests (70 points) and a dictation (30 points). The course is completed with a grade resulting from an interim review of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. A minimum of 60% of the total marks is required to pass the course.
The grade is awarded on a scale:
A (100 - 91%, excellent - outstanding results): excellent performance: the student has excellent knowledge, can apply the acquired knowledge excellently in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, can independently further his/her education;
B (90-81%, very good - above average standard): very good performance: the student has excellent knowledge, can apply the acquired knowledge very well in practice, has the ability to solve individual tasks and assignments independently, can pursue further education independently;

C (80 - 73%, good - normal reliable work): good performance: the student has good knowledge, can reliably apply the acquired knowledge in practice, can reliably solve individual tasks and assignments, can reliably further his/her education;
D (72-66%, satisfactory - acceptable performance): satisfactory performance: the student has satisfactory knowledge, can apply it satisfactorily in practice, solves individual tasks and assignments satisfactorily, has satisfactory skills for further learning;
E (65 - 60%, satisfactory - results meet the minimum criteria): satisfactory performance: the student demonstrates a minimum amount of knowledge, can minimally apply it in practice, solves individual tasks and assignments at a satisfactory level, has minimal skills for further learning;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: student does not demonstrate sufficient knowledge, cannot apply it in practice, cannot solve individual tasks and assignments, cannot further their education.
Scale of assessment (preliminary/final): The student will be evaluated during the semester in the form of 2 midterm tests (70 points) and a dictation (30 points). The course is completed with a grade resulting from an interim review of learning outcomes during the teaching part of the semester of study (100/0).

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:
Objectives of education: to thoroughly acquire and master the orthographic norm of written Slovak, both at the theoretical and practical level; to consciously increase the linguistic culture of the listeners
Learning outcomes: the graduate of the course will become comprehensively acquainted with Slovak spelling, acquire knowledge of the principles of Slovak spelling and spelling rules applied in written communication in the written Slovak language. Particular emphasis is placed on familiarisation with problematic phenomena in Slovak orthography and on the subsequent application of the acquired theoretical knowledge in the practical practice and justification of orthographic phenomena, in practical analyses of written expressions of written Slovak from the orthographic point of view, as well as in the analysis of problem tasks. In this way, the student acquires important practical skills in assessing spelling phenomena, which can be used creatively and independently in solving problem solving tasks in the field and in the complex analysis of spelling phenomena, and thus also develops his analytical skills as well as the ability of abstract and critical thinking. The student can apply the acquired theoretical knowledge and practical skills not only in his/her further university studies, but also creatively apply them in future teaching practice, possibly also in basic teaching assistant, translation, editorial practice, as well as for the needs arising from the function of an intercultural and interlingual mediator. The listener is also able to convey information about spelling phenomena to the general public and to offer conclusions and spelling justifications to lay audiences. The emphasis is not only on raising the professional level but also the linguistic culture of the listeners, which also seems to be very necessary in terms of the future practice of the listeners.

**Class syllabus:**

Course outcomes of subject (content):
1. Principles of Slovak spelling.
2. Writing i/í and y/ý in domestic words and in words of foreign origin.
3. Writing the vowel ä.
4. Writing the consonants ď, ť, ň, ľ. Writing consonants in prefixes and prepositions.
5. Writing words of foreign origin.
6. Writing words separately and together.
7. Splitting words.

8. Writing capital letters.
9. Punctuation and its functions.
10. Punctuation marks.
11. Overview of declension and conjugation.
The student will acquire theoretical knowledge of Slovak spelling. The student will acquire knowledge of the principles of Slovak spelling, the basic spelling rules applied in written communication within the written Slovak language and problematic phenomena in Slovak spelling. They will learn the correct spelling of Slovak vowels and consonants, the correct spelling of words of foreign origin, the problems of writing words separately and together and the division of words, and relevant knowledge about the correct spelling of capital letters in Slovak, the use of punctuation and its functions in written expressions of written Slovak with regard to the correct use of individual punctuation marks. In relation to Slovak spelling, the student will also deepen the basic theoretical knowledge of Slovak declension and conjugation. This leads to the student's thorough mastery of the orthographic standard of written Slovak, both in theory and in practice. Of particular importance is the acquisition of practical skills applied in the assessment and analysis of orthographic phenomena, which leads the student to apply the acquired theoretical knowledge in practical orthographic analyses and exercises, and especially in the independent solution of problematic orthographic tasks. The acquired knowledge and skills in the field of Slovak orthography can be creatively applied and used by the student in his/her further studies, as well as in his/her future teaching practice, possibly also in the basic auxiliary teaching, translation and editorial practice, i.e. wherever it is necessary to apply the ability to convincingly assess, analyse and evaluate the orthographic aspect of written linguistic expressions. Emphasis on raising the student's professional level and linguistic culture appears to be equally important in adequately conveying information about spelling phenomena to the general public, as well as in independently analysing a problem in the spelling field and offering relevant information, explanations and spelling justifications to the general public.

**Recommended literature:**
Compulsory/Recommended readings:
(Selected according to the teacher's recommendation and the focus of the paper.)
Compulsory readings:
Pravidlá slovenského pravopisu. 2013. 4., nezmenené vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2
Recommended readings:
DZIVIAKOVÁ, M. 2016. Písmo. Jeho vznik, druhy a význam. 1. vyd. In: Písmo a žiaci so stratou sluchu. Ed. D. Tarcsiová. Bratislava: Iris, 21–30. ISBN 978-80-89726-88-2
NAVRÁTIL, L./ŠIMURKA, J. 2005. Praktická príručka slovenského pravopisu. 2., upravené a doplnené vyd. Nitra: Enigma. 139 s. ISBN 80-89132-19-7
RIPKA, I./IMRICHOVÁ, M./SKLADANÁ, J. 2005. Príručka slovenského pravopisu pre školy a prax. Bratislava: Ottovo nakladateľstvo. 672 s. ISBN: 80-969159-1-6

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

**Notes:**

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

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

| |
|---|
| **Lecturers:** |
| **Last change:** 10.11.2022 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde039/23 | Zvedavé učenie 1 |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 71

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 76,06 | 0,0 | 11,27 | 0,0 | 2,82 | 0,0 | 9,86 |

**Lecturers:** Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Eva Gáliková, PhD.

**Last change:**

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

**Academic year:** 2025/2026

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde040/23 | Zvedavé učenie 2 |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde039/23 - Zvedavé učenie 1

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 34

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 76,47 | 0,0 | 17,65 | 0,0 | 2,94 | 0,0 | 2,94 |

**Lecturers:** Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Eva Gáliková, PhD.

**Last change:**

**Approved by:** prof. PaedDr. Dušan Kostrub, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KP/B-VUZde041/24 | **Course title:**<br>Študentská vedecká, odborná a umelecká činnosť 1 |
| **Educational activities:**<br>**Type of activities:**<br>**Number of hours:**<br>**per week:** **per level/semester:**<br>**Form of the course:** on-site learning | |
| **Number of credits:** 2 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:** | |
| **Learning outcomes:** | |
| **Class syllabus:** | |
| **Recommended literature:** | |
| **Languages necessary to complete the course:** | |
| **Notes:** | |
| **Past grade distribution**<br>Total number of evaluated students: 6 | |

| ABS | M |
|---|---|
| 100,0 | 0,0 |

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| **Lecturers:** |
| **Last change:** 20.02.2025 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |

## COURSE DESCRIPTION

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|---|---|
| **Academic year:** 2025/2026 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KP/B-VUZde042/24 | **Course title:**<br>Študentská vedecká, odborná a umelecká činnosť 2 |
| **Educational activities:**<br>**Type of activities:**<br>**Number of hours:**<br>**per week:** **per level/semester:**<br>**Form of the course:** on-site learning | |
| **Number of credits:** 2 | |
| **Recommended semester:** 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:** | |
| **Learning outcomes:** | |
| **Class syllabus:** | |
| **Recommended literature:** | |
| **Languages necessary to complete the course:** | |
| **Notes:** | |

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

| ABS | M |
|---|---|
| 0,0 | 0,0 |

| |
|---|
| **Lecturers:** |
| **Last change:** 20.02.2025 |
| **Approved by:** prof. PaedDr. Dušan Kostrub, PhD. |