

# Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde028/22	<b>Course title:</b> A comparative Lexicology of English and Slovak
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Number of hours: 2 per week, 22 per semester Student workload: 56 hours in total Direct teaching = 22 h, continuous out-of-class preparation (revision + homework) = 10 h, 1st practical test = 10 h, 2nd practical test = 7 h, theoretical test = 7 h Teaching methods: Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena, pair-work, didactic games, comparison of the lexical features of English and Slovak, discussion of the topics covered in the class, lexical analysis of short authentic texts, building strategies aimed at the identification of the differences between English and Slovak lexical levels	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> M-ANGde001 English lexicology	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): 1st practical test – 40% 2nd practical test – 30% Theoretical test – 30% Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A : The student can correctly identify different types of words in English and Slovak and their basic differences, can find differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. of extra-linguistic reality, knows all types of word-formation and can practically compare them in the two languages, knows and can compare paradigmatic relationships in the vocabulary of English and Slovak, is able to compare the processes of foreign word acquisition in English and Slovak.	

Grade B: The student can correctly identify the types of words in English and Slovak and their basic differences, can find differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. He/she is familiar with and can compare most of the paradigmatic relations in the vocabulary of English and Slovak, he/she can compare the processes of the acquisition of foreign words in English and Slovak, he/she knows different types of word-formation and can compare them practically in the two languages.

Grade C: The student can correctly identify some types of words in English and Slovak and their basic differences, can find the main differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. He/she knows and can compare most of the paradigmatic relations in the vocabulary of English and Slovak, can compare succinctly the processes of acquisition of foreign words in English and Slovak.

Grade D: The student can correctly identify the basic types of words in English and Slovak and their main differences, can find some differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. He/she knows and can compare some paradigmatic relations in the vocabulary of English and Slovak, he/she can compare succinctly the processes of the acquisition of foreign words in English and Slovak.

Grade E: The student can correctly identify the main types of words in English and Slovak and knows their most basic differences, can find some differences between English and Slovak in the degree and type of abstraction when naming objects, phenomena, processes, etc. He/She knows and can briefly compare some basic paradigmatic relations in the vocabulary of English and Slovak, he/she can compare in a simple manner the processes of foreign word acquisition in English and Slovak.

#### Terms of evaluation

The final grade will be awarded to those students who have taken all three tests administered during the semester. The student is entitled to alternative dates of the three tests (if he/she has not attended the assessment for medical or other serious reasons), but he/she is not entitled to any re-sits.

Scale of assessment (preliminary/final): Continuous assessment (100%): 1st practical test – 40%  
2nd practical test – 30% Theoretical test – 30%

#### **Learning outcomes:**

Objectives and learning outcomes:

Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:

##### Knowledge:

The student knows the types of words, is familiar with the basic onomasiological principles of vocabulary formation, knows the different types of word-formation in the English and Slovak language, knows the formal and semantic paradigmatic relations among English and Slovak words, learns the theoretical foundations of English and Slovak phraseology, is familiar with the processes of the acquisition of foreign words in English and Slovak.

##### Skills:

The student can correctly identify different types of words in English and Slovak and their basic differences, can find the differences between English and Slovak in the degree and type of abstraction in the naming process, knows the types of word-formation and can practically compare them in the two languages, knows and can compare the paradigmatic relations in the vocabulary of English and Slovak, is able to compare the processes of the borrowing of foreign words in English and Slovak, knows the strategies of the systematic lexical comparison of the two languages, can use the acquired knowledge in a suitable and appropriate way in the classroom.

##### Competences:

The student learns to work independently and in a team in the process of the lexical comparison of English and Slovak, can communicate professionally about various lexical phenomena, can find and

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

**Class syllabus:**

Course contents:

Main themes of the course:

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

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

**Recommended literature:**

Compulsory readings:

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

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

Recommended readings:

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

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

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

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 34

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

**Lecturers:**

**Last change:** 15.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde011/15		<b>Course title:</b> Andragogy				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 87						
A	ABS	B	C	D	E	FX
51,72	0,0	20,69	16,09	2,3	3,45	5,75
<b>Lecturers:</b>						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde011/15		<b>Course title:</b> Andragogy				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 87						
A	ABS	B	C	D	E	FX
51,72	0,0	20,69	16,09	2,3	3,45	5,75
<b>Lecturers:</b> Ing. Mgr. Jozef Strakoš, PhD.						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde027/22	<b>Course title:</b> Auxiliary Historical Sciences for Teachers
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture and seminar /week, a total of 22 hours per semester, combined form; (primarily full-time) Student workload: 2LS (2 credits): 11x 2 hours of direct teaching # 22 hours; 20 hours preparation for mid-term evaluation; 18 hours preparation for seminar paper presentation. Total 60 hours of student work. Learning methods: lecture, discussion of the topic covered; situation analysis method; problem-solving tasks; e-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment of knowledge. The seminar work will be presented during the lecture period at the colloquium in the form of a paper and then handed in in writing. 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, you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the issues, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	

**Learning outcomes:**

The course aims to familiarise with the essential characteristics of the auxiliary historical sciences. Students will learn and be able to orient themselves in the specific issues of each science. Based on the acquired knowledge, they will be able to deal professionally with the sources of the auxiliary historical sciences (charters, inscriptions, codices, coats of arms, seals, coins, weights and measures, scales, etc.) and deepen their knowledge through the analysis of these sources. They will be able to evaluate the significance of the auxiliary historical sciences, interpret and compare them, and confront them with specialist literature. Particular emphasis is placed on critical thinking, professional terminology and argumentation. Adequate attention will be given to discussing specific problems in the past.

**Class syllabus:**

- What are the auxiliary historical sciences, their distribution and research methodology?
- Development and evolution of the auxiliary historical sciences in the past.
- The auxiliary historical sciences related to language, writing and written culture (palaeography, diplomatics, epigraphy, codicology).
- The auxiliary historical sciences related to man, time and place (genealogy, chronology, metrology).
- The auxiliary historical sciences related to visual symbols and images in historical sources (numismatics, sphragistics, heraldry).
- The modern auxiliary historical sciences.
- Development of the auxiliary historical sciences in Slovakia. Trends of their research in the world.
- Colloquium of seminar papers 1.
- Colloquium of seminar papers 2.

**Recommended literature:**

Relevant literature:

HLAVÁČEK, I. - KAŠPAR, J. - NOVÝ, R. Vademecum pomocných věd historických. Praha : Svoboda, 1988.

ZEMENE, R. - ZUBÁČKA, I. Kapitoly z pomocných vied historických. Bratislava : FiF UK, 1993.

SZYMAŃSKI, J. Nauki pomocnicze historii. Warszawa : Wydawnictwo Naukowe PWN, 2004.

Recommended literature:

NEMEŠ, J.: Nitriansky kódex a jeho posolstvo. Ružomberok : KU, 2006.

NOVÁK, J.: Paleografická čítanka : pomôcka na čítanie rukopisov z 12.-19. storočia Martin : Slovenská genealogicko-heraldická spoločnosť, 2001.

HLEDÍKOVÁ, Z. – KAŠPAR, J. – EBELOVÁ, I.: Paleografická čítanka. Praha : Karolinum, 2014.

ČOVAN, M.: Historické nápisy zo Šariša do roku 1650 (Corpus inscriptionum Slovaciae 1 / Nápisy na Slovensku 1). Martin : JLF UK, 2016.

KARTOUS, P. - NOVÁK, J. - VRTEĽ, L. Erby a vlajky miest v Slovenskej republike. Bratislava : Obzor, 1991.

VRTEĽ, L.: Osem storočí slovenskej heraldiky. Martin : Matica slovenská, 2003.

NOVÁK, J.: Pečate miest a obcí na Slovensku I, II. Bratislava : FiF UK, 2008.

**Languages necessary to complete the course:**

Slovak, Czech and Polish language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 16						
A	ABS	B	C	D	E	FX
25,0	0,0	50,0	6,25	12,5	6,25	0,0
<b>Lecturers:</b> doc. Mgr. Jaroslav Nemeš, PhD.						
<b>Last change:</b> 02.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KP/M-VUZde028/24		<b>Course title:</b> COMENIUS Choir I.				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 21						
A	ABS	B	C	D	E	FX
95,24	0,0	0,0	0,0	0,0	0,0	4,76
<b>Lecturers:</b> doc. Monika Bažíková, ArtD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KP/M-VUZde028/24		<b>Course title:</b> COMENIUS Choir I.				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 21						
A	ABS	B	C	D	E	FX
95,24	0,0	0,0	0,0	0,0	0,0	4,76
<b>Lecturers:</b> doc. Monika Bažíková, ArtD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KP/M-VUZde029/24			<b>Course title:</b> COMENIUS Choir II.			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Monika Bažíková, ArtD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KP/M-VUZde029/24			<b>Course title:</b> COMENIUS Choir II.			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Monika Bažíková, ArtD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde004/22	<b>Course title:</b> Central Europe in the 19th century
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 11x 2 hours of direct teaching = 22 hours; 78 hours of exam preparation. Total 100 hours of student work. Educational methods: discussion on the subject; problem-solving tasks, e-learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 30% of the interim and 70% of the final evaluation. The student will take a test during the semester and an oral examination during the exam period. 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. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	
<b>Learning outcomes:</b>	



The course enables the student to gain a comprehensive knowledge of the history of Central Europe in the long 19th century. The student learns to navigate social, cultural, national and political issues and to relate them by analogy to the present. Gain the ability to think critically and to evaluate the recent past objectively. It will be able to analyse and assess this historical period, compare developments in individual Central European countries and between Central, Western and Eastern Europe as macro-regions, and reach synthesising conclusions. They will be able to navigate complex issues and historical interpretations, distinguish between them and acquire the ability to think in contexts.

**Class syllabus:**

Students will learn about the history of Central Europe from the end of the 18th to the beginning of the 20th century in a cross-sectional way. It focuses on the key issues of the Central European area in the long 19th century. It brings together interpretations of the turning points, helps to uncover taboo topics and to get to know contemporary society and its personalities. It focuses on these central themes:

- Central Europe in the Enlightenment. The division of Poland. Developments in the individual states.
- The French Revolution of 1789-1799 and its impact on developments in Central Europe.
- The Napoleonic era and German reforms. Developments in the Habsburg monarchy and Poland.
- National movements. The emergence of modern nations. The nation-building process in Central Europe (Germany, Austria, Poles, Hungarians, Czechs, Slovaks, Jews).
- The pre-revolutionary period in the 1830s and 1840s. Romanticism. Biedermeier.
- Revolution 1848-1849. Revolution in Central Europe. Slavonicism. The end of the Revolution and its results in Central Europe.
- Neoabsolutism. Industrialisation and capitalist conjuncture.
- The Polish uprising of 1863 and its consequences.
- The unification of Germany.
- The Habsburg monarchy in the liberal era. The Austro-Hungarian settlement. Other nations.
- Central Europe in the conservative era (Bismarck, Taaffe, Tisza).
- The economic miracle and its negatives.
- Democratisation and nationalisation (Poland, Hungary, Germans and Czechs).
- Badenian reforms and their consequences. Universal suffrage.

**Recommended literature:**

KŘEN, J.: Dvě století střední Evropy. Praha : Argo, 2006.  
MATULA, P.: Stredná Európa na prelome 18. a 19. storočia. Bratislava : UK v Bratislave, 2021.  
WANDY CZ, P. S.: Střední Evropa v dějinách. Praha : Academia, 2004.  
KONTLER, L.: Dějiny Maďarska. Praha : NLN, 2001.  
KOVÁČ, D.: Dejiny Slovenska. Praha : NLN, 2002.  
MELICHAR, V.: Dějiny Polska. Praha : Svoboda, 1975.  
MÜLLER, H. a kol.: Dějiny Německa. Praha : NLN, 1999.  
VEBER, V. a kol.: Dějiny Rakouska. Praha : NLN, 2002.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 228						
A	ABS	B	C	D	E	FX
19,74	0,0	26,75	25,44	15,79	11,4	0,88
<b>Lecturers:</b> Mgr. Miriam Viršínská, PhD.						
<b>Last change:</b> 02.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde005/22	<b>Course title:</b> Central Europe in the 20th century
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of lecture/week, a total of 22 hours per semester, attendance method 2P (4 credits): 11x 2 hours of direct teaching = 22 hours; 30 hours of preparing for the interim rating; 68 hours of exam preparation. A total of 120 hours of student work. Dialogic form of lecture, feedback - student reflection of the functionality of the received information at the end of the lectures, fixation of the presented information through continuous evaluation (test after 7 lectures), exam in the form of a colloquium aimed at deepening the professional and communication skills of graduates as well as teamwork over analysis and by the processing of controversial topics.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 30% of the interim and 70% of the final assessment. The student takes a test during the semester and an oral exam during the exam period. At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than 15 points in any of the four written examinations. Getting at least 60% of the point evaluation is necessary to successfully complete the subject. The rating is given on a scale: A (100-91%, excellent - excellent results, the student is thoroughly and safely oriented in the narrower and wider contexts of the issue, confidently uses the necessary synthesising, summarising and evaluation procedure of the relevant topic in the answers, demonstrates the desirable professional approach of an individual participant in a professional team discussion) B (90-81%, very good - above average standard, the student can orientate himself safely in the narrower and broader connections of the context of the issue, he masters the synthesising procedure when answering the presented Central European problem, sometimes he cannot follow up on the words of the colloquium co-participants with the same precision), C (80-73%, good – normal reliable work, the student knows how to navigate the issue, but cannot apply the acquired knowledge equally successfully in a team professional discussion),	

D (72-66%, satisfactory - acceptable results, the student knows how to navigate the issue only at a basic level, controls rather partial factual data, she/he does not demonstrate the ability to summarise and present them in the necessary broader ("Central European") context,

E (65-60%, sufficient - the results meet the minimum criteria, the student knows how to navigate the issue only with great difficulty, she/ he only has the most basic partial knowledge, her/ his ability to independently summarise any context of the issue raised in the professional colloquium is almost zero),

Fx (59-0%, insufficient –additional work is required, the student does not know how to navigate the issue, does not master the most basic knowledge, does not demonstrate the ability to think critically)

### **Learning outcomes:**

The student recognises, actively analyses, interprets and compares common and different features of development from selected issues of the Central European macro-region in the 20th Century, determines the place and the role of specific Central European development and its components in the context of the development of Europe. Safely identifies and evaluates different types of bonds or intermediate stages between national and general history and the place of Slovakia (Slovak history) in these ties. This type of professional knowledge creates a specific background for the graduate of the course for his expected professional orientation as a teacher (or worker of cultural institutions): a more precise understanding of the complicated development and thus also the complex historical memory of the inhabitants of the region and the resulting difficulties arising in the teaching of history in Slovak schools.

### **Class syllabus:**

The old or the new term "central Europe" in the research of general History - historiographical and political contexts. The political, economic, social and cultural life of the Central European region, its states, nations and different types of communities from the First World War to the collapse of the bipolar world:

- historical and current interpretations of the term Central Europe and the causes of different perceptions of the term
- the birth of contemporary Central Europe: the Versailles system and its influence on the emergence of Central European "nation-states"; complicated results of the new reality
- the national versus minority question in interwar Central Europe and its influence on the political development of Czechoslovakia, Poland, Yugoslavia, Hungary, Austria
- interwar economic, social, and social development of the Central European states between the two wars through the lens of interdisciplinary research
- European powers as a factor in the interwar development of the Central European region and attempts by Central European states to have an independent and "Central European" policy.
- the Central European region at the time of the new collapse of the world balance - the search for a new place for respective Central European nations.
- the balance and outcome of the Second World War in Central Europe, the disintegration and "disappearance" of the Central European region, Central European states in the Soviet bloc
- cultural and political renewal of the concept of "Central Europe" after the collapse of the bipolar world

### **Recommended literature:**

Compulsory:

KŘEN, J.: Dvě století střední Evropy. Praha : Argo, 2006.

TONKOVÁ, M.: Systemizovaná pamäť stredoeurópskeho regiónu - slovenské, české a slovinské dejepisné učebnice ako historický prameň. Nauka. - Wrocław : Tempo, 2014

<p>BENEŠ, Z. – BOCKOVÁ, A. - JESZKE, J. - TONKOVÁ, M. : Dejiny stredoeurópskeho priestoru a kultúrne dedičstvo stredoeurópskych štátov v študijnom (edukačnom) programe stredoeurópskych univerzít. Bratislava : UK 2011</p> <p>Recommended readings:</p> <p>TONKOVÁ, M.: Slovinský a slovenský priestor: náčrt podobností a odlišností otázok historického vývoja územnej legitimacy oboch súčasných štátov v moderných dejinách. In: Slovenské územie v historickom kontexte. - Martin : Matica slovenská, 2017</p> <p>TONKOVÁ, M.: Kulturní vývoj dnešního slovinského území. In: Dějiny Slovinska. Praha 2011</p> <p>HORSKÁ, P.: Kapitalistická industrializace a středoevropská společnost. Praha : Academia, 1970.</p> <p>KOL.: Stredná a juhovýchodná Európa v politike veľmocí. Sondy do vývoja II. Bratislava : Historický ústav SAV, 1994.</p> <p>KŘEN, J.: Čtvrt století střední Evropy. Visegrádské země v globálním příběhu 1992-2017. Praha: Karolinum, 2019</p> <p>RUPNIK, J: Jiná Evropa. Praha : Prostor, 1992.</p> <p>RUPNIK, J: Střední Evropa je jako pták s očima vzadu. Novela Bohemica, 2018</p> <p>WANDYDZ, P.: Cena slobody, Střední Evropa v dějinách. Praha : Academia, 1998.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak and Czech languages</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 195</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>15,38</td><td>0,0</td><td>25,13</td><td>33,85</td><td>14,87</td><td>9,74</td><td>1,03</td></tr> </table>							A	ABS	B	C	D	E	FX	15,38	0,0	25,13	33,85	14,87	9,74	1,03
A	ABS	B	C	D	E	FX														
15,38	0,0	25,13	33,85	14,87	9,74	1,03														
<p><b>Lecturers:</b> prof. Mgr. Pavol Matula, PhD.</p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde002/22	<b>Course title:</b> Central Europe in the Middle Ages and Modern Times
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, a total of 22 hours per semester, combined form; (primarily full-time) Student workload: 2P (3 credits): 11x 2 hours of direct teaching = 22 hours; 30 hours preparation for continuous assessment; 45 hours preparation for the examination. Total of 75 hours of student work. Learning methods: lecture, discussion of the topic covered, situation analysis method, fixation of the information presented through continuous assessment (test), e-learning.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 30% of the interim and 70% of the final assessment - test and oral examination. The student takes the test during the semester and the oral exam during the exam period. The test will be after Topic 9. It will contain 15 questions, and the student will be allowed a maximum of 30 points (2 points per question). The oral examination in the exam period will consist of two questions. One will focus on a problem in the medieval and modern history of Central Europe. The second question will focus on personality. Students may obtain a maximum of 70 marks for the oral examination. The mark is awarded on a scale: A (100-91%, excellent - outstanding. The student is fully oriented to the history of Central Europe in the Middle Ages and early modern periods. The student can acquire information, apply it creatively, and critically evaluate it. B (90-81%, very good - above average standard. The student is familiar with the subject matter. However, his/her ability to analyse and apply knowledge on his/her own is limited. C (80-73%, good - normal reliable work. The student is knowledgeable about the subject matter and can learn, but his/her critical thinking is limited. D (72-66%, satisfactory - acceptable performance. Student reproduces historical knowledge satisfactorily, but his/her knowledge is fragmented, and critical thinking is limited. E (65-60%, satisfactory - results meet minimum criteria. The student can reproduce only basic factual information but cannot summarise the knowledge gained. Does not demonstrate the ability to think critically. Fx (59-0%, insufficient - extra work is required. The student does not know the most basic knowledge and does not orient himself/herself to the subject matter.	
<b>Learning outcomes:</b>	

The course aims to deepen knowledge of the history of Central Europe up to the end of the 18th century. The student will better understand its connections and relationships based on a more profound knowledge of the Central European context. Upon successfully completing the course, the student can create her lectures on the subject to teach pupils and students about the history of Central Europe.

**Class syllabus:**

- The birth of medieval Central Europe.
- The emergence and development of Slavic states in Central Europe in the early and high Middle Ages
- The situation in Central Europe in the late 15th and early 16th centuries. Renaissance. Reformation. The rise of the Habsburgs.
- Germany, Austria, Switzerland, Poland, and Bohemia in the early modern period.
- Central European Habsburg monarchy under Ferdinand I. Economic policy in Central Europe in the 16th century. Tollars as a new type of coin.
- Monarchy under Maximilian II and Rudolf II. The Reformation and its concrete forms. The functioning of the Habsburg monarchy as a unified state. Centre and regions. Nobility.
- The Catholic Church in Central Europe in the 16th-18th centuries.
- Economic and social history of the 17th and 18th centuries in Central Europe. Mercantilism. Ostend society.
- Confessionalization. Disciplinization. The Turkish question and its impact on the internal political situation in Central Europe.
- Central Europe in the 18th century.

**Recommended literature:**

Required literature

EWANS, R.J.W.: Vznik habsburské monarchie (Foundation of the Habsburg Monarchy). Praha: Argo 2003.

KAMENICKÝ, M: Lexikón svetových dejín (Lexicon of World History). Bratislava: SPN, 1997, 2001 a 2003.

KŘEN, Jan: Dvě století střední Evropy (Two centuries of Central Europe). Praha: Argo, 2005, s. 19-71.

Recommended reading

MÚCSKA, Vincent – DANIŠ, Miroslav – ŠEVČÍKOVÁ, Zuzana: Dejiny európskeho stredoveku. I. Raný stredovek (od. 5. storočia do polovice 11. storočia). (History of the European Middle Ages. I. Early Middle Ages (from the 5th century to the middle of the 11th century). Prešov: Vydavateľstvo Michala Vaška, 2006.

POHL, W. – VOCELKA, K.: Habsburkové. Praha 1996.

WANDY CZ, Piotr S.: Střední Evropa v dějinách od středověku do současnosti. (Central Europe in history from the Middle Ages to the present). Praha: Academia, 1966.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 236

A	ABS	B	C	D	E	FX
17,37	0,0	34,75	25,85	16,53	2,97	2,54

**Lecturers:** doc. PhDr. Miroslav Kamenický, CSc.

<b>Last change:</b> 02.11.2022
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde018/22	<b>Course title:</b> Chapters in Church History
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture and seminar /week, a total of 22 hours per semester, combined form; (primarily full-time) Student workload: 2LS (2 credits): 11x 2 hours of direct teaching # 22 hours; 20 hours preparation for mid-term evaluation; 18 hours preparation for seminar paper presentation. Total 60 hours of student work. Learning methods: lecture, discussion of the topic covered; situation analysis method; problem-solving tasks; e-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment of knowledge. The seminar work will be presented during the lecture period at the colloquium in the form of a paper and then handed in in writing. 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, you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the issues, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	

**Learning outcomes:**

The course aims to familiarise students with the essential characteristics of church history from antiquity to the present. Students will learn and be able to navigate specific issues in church history. Based on the acquired knowledge, they will be able to deal professionally with ecclesiastical sources of various natures and deepen their knowledge by analysing them. They will be able to evaluate the facts contained in them, interpret them in a broader context, and assess their historical and cultural significance for the present. Particular emphasis is placed on critical thinking and argumentation, using knowledge of professional ecclesiastical terminology. Adequate attention will be given to discussions of religious issues in the past.

**Class syllabus:**

- Methodology of research in church history, its specificity and character.
- Editions of historical documents of ecclesiastical nature. Professional terminology.
- The emergence of ecclesiastical organisation, parishes and bishoprics, and the papacy.
- Active and contemplative life in the ancient, medieval and modern periods.
- Hermits and hermitages, personalities in antiquity and the Middle Ages.
- Monastic orders. Benedictines.
- Knightly, hospitality, canonical and mendicant orders.
- Protestant churches, their origin and characteristics. Personalities of the founders.
- The Council of Trent in the light of historical sources.
- Church education. Jesuits and Piarists, specifics of religious teaching.
- The specifics of the Church's modernity. Analysis of sources.
- Colloquium of seminar papers 1.
- Colloquium of seminar papers 2.

**Recommended literature:**

Relevant literature:

LOPATKOVÁ, Z.: Cirkevné dejiny stredovekého Slovenska. Vysokoškolská učebnica. Trnava: TU, 2013.

KÜNG, H.: Katolícka cirkev. Stručné dejiny. Bratislava : Premedia, 2013.

FRANZEN, A.: Malé dějiny církve. Kostelní Vydří : Karmelitánské nakladatelství, 2006.

Recommended literature:

NEMEŠ, J. – KOŽIAK, R. et al.: Svätý Vojtech - svätec, doba a kult. Bratislava : Chronos, 2011.

NEMEŠ, J.: Triumf barokovej zbožnosti : posledný biskup humanista v Uhorsku. In: Kultúrne dejiny / Cultural History, 2021, vol. 1, n. 2, pp. 206 – 219.

NEMEŠ, J.: Uhorsko v 16. storočí : prisahy vernosti a poslušnosti cirkevných osôb. In: Studia Historica Nitriensia, 2013, vol. 17, n. 2, pp. 64 – 79.

NEMEŠ, J.: Biskupi a testamenty uhorského duchovenstva v stredoveku. In: Studia Historica Nitriensia, 2020, vol. 24, n. 2, pp. 322 – 338.

NEMEŠ, J.: Prehľad dejín Spoločenosti Ježišovej v Uhorsku a Sedmohradsku v 16. storočí. In: Ružomberský historický zborník I. Ružomberok : FF KU, 2007, pp. 139 – 159.

NEMEŠ, J.: Presadzovanie uhorskej cirkevnej politiky na Tridentskom koncile : 3. zasadajúce obdobie. In: Slovensko a Svätá stolica. Eds. Marta Dobrotková, Mária Kohútová. Trnava : Trnavská univerzita v Trnave, 2008, pp. 128 – 147.

NEMEŠ, J.: Kresťanskí pustovníci v stredoveku. In: Historická revue, 2010, vol. 21, n. 3, pp. 20 – 27.

HAJDUK, A.: Všeobecné cirkevné dejiny. Od začiatku cirkvi po Lutherovu reformáciu. Bratislava : EBF UK, 1999.

VESELÝ, D.: Všeobecné cirkevné dejiny. Novovek 1500 – 2000. Bratislava : EBF UK, 1999.

KVASNICOVÁ, M. – ŠEREGI, M. (eds.): Architektúra kláštorov a rehoľných domov na Slovensku : Dejiny a pamiatková ochrana. Bratislava : Vydavateľstvo Spektrum STU, 2018. Historia Ecclesiastica. All issues of the journal.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 94

A	ABS	B	C	D	E	FX
29,79	0,0	35,11	14,89	5,32	11,7	3,19

**Lecturers:** doc. Mgr. Jaroslav Nemeš, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde025/22	<b>Course title:</b> Class management
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed with an assessment Assessment: consists of an interim and a final assessment (20+30, 50 points in total). Intermediate assessment: consists of a critical analysis of domestic and foreign sources - 10 points and the formulation of partial components of the semester project - 10 points. The final assessment consists of: the semester project and its oral presentation. The semester project consists of: the complete creation of a project according to the set structure for 30b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 46 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A minimum of 41 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average	

orientation to the subject matter, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 37 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the teacher.

A minimum of 33 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A minimum of 30 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the Classroom Management course, the student should:

- Know the basic principles of successful classroom management aimed at conducting a meaningful learning process with minimal disruptive behaviour,
- to acquire knowledge of classroom and classroom management from the position of a classroom teacher in cooperation with other teaching and non-teaching staff,
- to acquire skills in the administration of pedagogical documentation of the class teacher,
- know the competences and job description of the class teacher,
- can analyse the different forms of family-school cooperation and assess their suitability in relation to parents and pupils,
- be able to apply the acquired knowledge and knowledge from other scientific disciplines in the development of a semester project,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

### **Class syllabus:**

Brief outline of the course:

The content focus of the course is divided into two main areas: classroom management from the position of a teacher of any subject and communication with the classroom team from the position of a classroom teacher at the lower and upper secondary level. Classroom management leading to a successfully implemented teaching process and pupils' cooperative action in it with minimization of pupils' disruptive behaviour, thus making it possible to move towards meaningful learning for pupils.

Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning activities of pupils/students, guiding the tasks of pupils/students related to the running of the

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

### **Recommended literature:**

Compulsory reading:

DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020]  
Dostupné z: [http://www.odyssea.cz/localImages/tridnicke\\_hodiny.pdf](http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf)

Compulsory reading:  
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020]  
Dostupné z: [http://www.odyssea.cz/localImages/tridnicke\\_hodiny.pdf](http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf)

DUTKOVÁ, K., MEDLENOVÁ, J. (2007). Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 1800 s. ISBN 80-89182-03-0-8.

EICHHORN, E. – GEBAUER, K. (2014). Manažment triedy, Bratislava: Dr. Josef Raabe. 194 s. ISBN 978-80-8140-096-4. <http://is.komposyt.com/pre-odbornikov/ziak-so-svvp/preview-file/1-manazment-tr-982.pdf>

KOREŇOVÁ, S. (2020). Príklady dobrej praxe - Aktivity na triednických hodinách. Online časopis Didaktika 6/2020. <https://www.direktor.sk/sk/casopis/didaktika/priklady-dobrej-praxe-aktivity-na-triednickych-hodinach.m-1013.html>

SITKOVÁ, D. (2014). Skúsenosti s intervenciou žiakov s problémovým správaním na primárnom stupni vzdelávania. Banská Bystrica: Metodicko-pedagogické centrum, 35 s..

VIŠŇOVSKÝ, Ľ. – BABICOVÁ, Z. (2012). Triedny Učiteľ a spolupráca školy s rodinou. 1. vyd. Banská Bystrica: Univerzita Mateja Bela, 153 s.. ISBN 9788055705071.

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

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

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

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

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

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

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

Nariadenie vlády SR č. 201/2019 Z. z. o priamej výchovno-vzdelávacej činnosti (namiesto

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

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

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

<p>Zákon č. 357/2009 Z. z. o štátnom jazyku Slovenskej republiky 357/2009.  Zákon č. 63/1993 Z. z. o štátnych symboloch SR a ich používaní v znení neskorších predpisov.  Zákon č. 395/2002 Z. z. o archívoch a registratúrach a o doplnení niektorých zákonov.  Vyhláška č. 326/2008 Z. z. o druhoch a náležitostiach vysvedčení a ostatných školských tlačív vrátane spôsobov ich evidencie a uloženia.  Vyhláška č. 231/2009 Z. z. o podrobnostiach o organizácii školského roka na základných školách, na stredných školách, na základných umeleckých školách, na praktických školách, na odborných učilištiach a na jazykových školách.  Vyhláška č. 307/2008 Z. z. o výchove a vzdelávaní žiakov s intelektovým nadaním.</p>						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 46						
A	ABS	B	C	D	E	FX
89,13	0,0	0,0	10,87	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde025/22	<b>Course title:</b> Class management
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed with an assessment Assessment: consists of an interim and a final assessment (20+30, 50 points in total). Intermediate assessment: consists of a critical analysis of domestic and foreign sources - 10 points and the formulation of partial components of the semester project - 10 points. The final assessment consists of: the semester project and its oral presentation. The semester project consists of: the complete creation of a project according to the set structure for 30b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 46 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A minimum of 41 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average	



orientation to the subject matter, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 37 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the teacher.

A minimum of 33 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A minimum of 30 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the Classroom Management course, the student should:

- Know the basic principles of successful classroom management aimed at conducting a meaningful learning process with minimal disruptive behaviour,
- to acquire knowledge of classroom and classroom management from the position of a classroom teacher in cooperation with other teaching and non-teaching staff,
- to acquire skills in the administration of pedagogical documentation of the class teacher,
- know the competences and job description of the class teacher,
- can analyse the different forms of family-school cooperation and assess their suitability in relation to parents and pupils,
- be able to apply the acquired knowledge and knowledge from other scientific disciplines in the development of a semester project,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

### **Class syllabus:**

Brief outline of the course:

The content focus of the course is divided into two main areas: classroom management from the position of a teacher of any subject and communication with the classroom team from the position of a classroom teacher at the lower and upper secondary level. Classroom management leading to a successfully implemented teaching process and pupils' cooperative action in it with minimization of pupils' disruptive behaviour, thus making it possible to move towards meaningful learning for pupils.

Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning activities of pupils/students, guiding the tasks of pupils/students related to the running of the

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

### **Recommended literature:**

Compulsory reading:

DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020]  
Dostupné z: [http://www.odyssea.cz/localImages/tridnicke\\_hodiny.pdf](http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf)

Compulsory reading:  
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020]  
Dostupné z: [http://www.odyssea.cz/localImages/tridnicke\\_hodiny.pdf](http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf)

DUTKOVÁ, K., MEDLENOVÁ, J. (2007). Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 1800 s. ISBN 80-89182-03-0-8.

EICHHORN, E. – GEBAUER, K. (2014). Manažment triedy, Bratislava: Dr. Josef Raabe. 194 s. ISBN 978-80-8140-096-4. <http://is.komposyt.com/pre-odbornikov/ziak-so-svvp/preview-file/1-manazment-tr-982.pdf>

KOREŇOVÁ, S. (2020). Príklady dobrej praxe - Aktivity na triednických hodinách. Online časopis Didaktika 6/2020. <https://www.direktor.sk/sk/casopis/didaktika/priklady-dobrej-praxe-aktivity-na-triednickych-hodinach.m-1013.html>

SITKOVÁ, D. (2014). Skúsenosti s intervenciou žiakov s problémovým správaním na primárnom stupni vzdelávania. Banská Bystrica: Metodicko-pedagogické centrum, 35 s..

VIŠŇOVSKÝ, Ľ. – BABICOVÁ, Z. (2012). Triedny Učiteľ a spolupráca školy s rodinou. 1. vyd. Banská Bystrica: Univerzita Mateja Bela, 153 s.. ISBN 9788055705071.

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

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

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

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

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

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

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

Nariadenie vlády SR č. 201/2019 Z. z. o priamej výchovno-vzdelávacej činnosti (namiesto

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

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

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

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

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 46

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

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KAJL/M-ANGde047/22			<b>Course title:</b> Cognitive Linguistics			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b>						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde022/22		<b>Course title:</b> Cognitive psychology and neurodidactics				
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 20						
A	ABS	B	C	D	E	FX
40,0	0,0	40,0	5,0	5,0	0,0	10,0
<b>Lecturers:</b> doc. Mgr. Zlatica Zacharová, PhD., PaedDr. Anežka Hamranová, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde022/22		<b>Course title:</b> Cognitive psychology and neurodidactics				
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 20						
A	ABS	B	C	D	E	FX
40,0	0,0	40,0	5,0	5,0	0,0	10,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde025/22	<b>Course title:</b> Contemporary British and American Culture
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Number of hours: 2 per week, 22 per semester Student workload: 50 hours in total Direct teaching = 22 h, continuous home preparation of written assignments = 11 h, preparing a presentation = 5 h, preparation for the end-of-term test = 12 h Teaching methods Dialogical methods (debate, discussion), analysis of texts, heuristic method, presentation of own views, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements Continuous assessment (100 points/percent): - Preparation of individual assignments (1/3): each student first prepares two of the following assignments, of which at least one is presented. If he/she does not present one of the assignments, he/she will submit it in written form. Assignment options: a) analysis of a text b) preparation of a glossary of terms and concepts in the text (5–10 words, expressions) and a draft exercise to practise the vocabulary in question c) critical evaluation of a text: setting out the soundness of the argument and treatment of the issues with appropriate explanations, suggestions for improvement and responses to the issues d) elaboration of further research and presentation for class discussion e) explanation of 3–5 cultural terms, and their relationship to British/American society, and their use in the classroom (activity suggestion) - End-of-term test (2/3): the test is based on the compulsory readings, questions include factual questions (definitions, matching) and open questions requiring interpretation of what has been read	

**Grading:**

100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69% – 0% FX

Grade A (excellent): The student is proficient in the cultural studies terminology presented and discussed, as well as in the practical use of the terms. He/she understands the cultural context of the phenomena and events presented and discussed. In the presentation, the student presents the chosen topic without errors and inaccuracies and competently moderates the discussion. Both written assignments are impeccable in language and content.

Grade B (very good): The student has a very good command of the cultural studies terminology presented and discussed, the vocabulary and its practical use with minimal minor errors and inaccuracies. The student understands the cultural contexts of the phenomena and events presented and discussed. He/she presents the chosen topic without major errors and inaccuracies, and competently moderates the discussion. One of the two written assignments contains a few minor mistakes.

Grade C (good): The student masters the cultural studies terminology presented and discussed, and is able to use it with some errors and inaccuracies. He/she understands most of cultural studies contexts of the phenomena and events presented and discussed. He/she presents the chosen topic with a greater number of minor errors and inaccuracies, and moderates the discussion appropriately. Both written assignments contain minor mistakes.

Grade D (satisfactory): The student has a partial command of the cultural studies terminology presented and discussed, and has limitations in its practical use. He/she understands some of the cultural contexts of the phenomena and events presented and discussed. He/she presents the chosen topic with a number of substantial errors and inaccuracies, and only partially moderates the discussion. One of the written assignments contains major mistakes, while the other has minor errors of language and content.

Grade E (sufficient): The student has very limited knowledge of the cultural studies terminology presented and discussed, and has serious shortcomings in applying them in practical language use. He/she understands only minimal cultural studies contexts of the phenomena and events presented and discussed. His/her presentation lacks cohesion, but leads to some meaningful conclusion. Both written assignments contain major mistakes of language and content, but they still reveal some sense.

Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): -

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

**Learning outcomes:**

Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

- The student is knowledgeable in the sub-discipline of “Contemporary American and British Culture”, i.e., understands the terminology presented and the contextual background of the course.



- The student understands the historical and political reasons for migration, multiculturalism, the Brexit phenomenon and its significance in the EU, etc.
- The student is familiar with teaching methods or the intercultural principle in language teaching.
- The student is able to apply the presented topics to teaching (create a lesson based on a cultural topic, teaching the language in interaction with the culture of the UK and the USA).

#### Skills:

- The student is able to work with specialist (secondary) literature, but also with fiction and authentic material, and is able to elaborate on a cultural studies topic for language learning purposes.
- The student can analyse, evaluate, and create teaching materials reflecting the teaching objective, conditions and specificities of a particular educational context.
- The student is able to analyse the latest knowledge of the discipline, apply analytical-critical and linguistic thinking to selected cultural studies phenomena, leading to creativity and empathy.
- The student has developed the skills to communicate fluently about professional aspects of culture and the teaching of culture in English at the C1 level.
- The student acquires presentation and digital skills, is able to search for relevant information in the digital environment and work in the digital learning environment Moodle; he/she also acquires presentation skills and project development.

#### Competences:

- The student develops literacy skills and acquires literary and intercultural competences.
- The student is able to communicate effectively, collaborate and solve problems as a team.
- The student adequately develops metacognitive awareness, can use effective strategies of self-study and regulation of his/her life reflecting the principles of psycho-hygiene.
- The student develops autonomy, responsibility for his/her further professional development.
- The student knows how to use information and communication technologies in foreign language education, in professional and broader social communication, as well as in his/her further education.
- The student acquires intercultural competences and competences for intercultural approach in language education.
- The student has the prerequisites for active involvement in professional life.

### **Class syllabus:**

#### Course contents

#### Main themes of the course:

- Introduction to cultural studies
- Terminology of the discipline
- British and American migration waves in historical contexts: Post-war migration
- The political rhetoric of migration
- Contemporary UK-US migration policies
- Social issues affecting contemporary cultures

Through the above course contents and methods of education, the student acquires knowledge, develops his/her didactic skills, and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching of English Language and Literature in Combination.

### **Recommended literature:**

#### Compulsory readings:

Articles, reports, and briefs from the website The Migration Observatory at the University of Oxford, <https://migrationobservatory.ox.ac.uk/>

PANAYI, Panikos. An Immigration History of Britain: Multicultural Racism since 1800. Pearson Education Ltd., 2010.

“Migrants in the UK: An Overview”, The Migration Observatory

<http://www.migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-an-overview/>  
 The Migration Observatory at the University of Oxford, <https://migrationobservatory.ox.ac.uk/Reading: British Muslims in Numbers – A Demographic, Socio-economic and Health Profile of Muslims in Britain Drawing on the 2011 Census, Chapter 2>  
[https://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport\\_2015.pdf](https://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport_2015.pdf)  
 Enoch Powell's "Rivers of blood" speech  
<http://www.telegraph.co.uk/comment/3643823/Enoch-Powells-Rivers-of-Blood-speech.html>  
 Policy Primer: Integration", The Migration Observatory  
<https://migrationobservatory.ox.ac.uk/resources/primers/policy-primer-integration/>  
 Peter William Walsh and Robert McNeil, "Calculating the Bill: The Projected Impacts of the Points-Based Immigration System After Brexit"  
<https://migrationobservatory.ox.ac.uk/resources/commentaries/calculating-the-bill-the-projected-impacts-of-the-points-based-immigration-system-after-brexite/>  
 Recommended readings:  
 JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2020). Voices from beyond: A modern coursebook of cultural studies for philologists: With a focus on (e)migration as a political, ethical, linguistic and cultural phenomenon in the era of globalization. Bratislava: Z-F Lingua.  
 JAVORČÍKOVÁ, J. (2010). Slovak Immigration to Canada: Narrated Histories. In Migrating Memories: Central Europe in Canada. Volume 2: Oral Histories, ed. Rodica Albu. Brno/Niš: CEACS.  
 These resources are available in Slovak libraries and bookstores, as well as online.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 44

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

**Lecturers:** Dr. habil. Tamás Karáth, PhD.

**Last change:** 15.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde025/22	<b>Course title:</b> Contemporary British and American Culture
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Number of hours: 2 per week, 22 per semester Student workload: 50 hours in total Direct teaching = 22 h, continuous home preparation of written assignments = 11 h, preparing a presentation = 5 h, preparation for the end-of-term test = 12 h Teaching methods Dialogical methods (debate, discussion), analysis of texts, heuristic method, presentation of own views, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements Continuous assessment (100 points/percent): - Preparation of individual assignments (1/3): each student first prepares two of the following assignments, of which at least one is presented. If he/she does not present one of the assignments, he/she will submit it in written form. Assignment options: a) analysis of a text b) preparation of a glossary of terms and concepts in the text (5–10 words, expressions) and a draft exercise to practise the vocabulary in question c) critical evaluation of a text: setting out the soundness of the argument and treatment of the issues with appropriate explanations, suggestions for improvement and responses to the issues d) elaboration of further research and presentation for class discussion e) explanation of 3–5 cultural terms, and their relationship to British/American society, and their use in the classroom (activity suggestion) - End-of-term test (2/3): the test is based on the compulsory readings, questions include factual questions (definitions, matching) and open questions requiring interpretation of what has been read	

**Grading:**

100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69% – 0% FX

Grade A (excellent): The student is proficient in the cultural studies terminology presented and discussed, as well as in the practical use of the terms. He/she understands the cultural context of the phenomena and events presented and discussed. In the presentation, the student presents the chosen topic without errors and inaccuracies and competently moderates the discussion. Both written assignments are impeccable in language and content.

Grade B (very good): The student has a very good command of the cultural studies terminology presented and discussed, the vocabulary and its practical use with minimal minor errors and inaccuracies. The student understands the cultural contexts of the phenomena and events presented and discussed. He/she presents the chosen topic without major errors and inaccuracies, and competently moderates the discussion. One of the two written assignments contains a few minor mistakes.

Grade C (good): The student masters the cultural studies terminology presented and discussed, and is able to use it with some errors and inaccuracies. He/she understands most of cultural studies contexts of the phenomena and events presented and discussed. He/she presents the chosen topic with a greater number of minor errors and inaccuracies, and moderates the discussion appropriately. Both written assignments contain minor mistakes.

Grade D (satisfactory): The student has a partial command of the cultural studies terminology presented and discussed, and has limitations in its practical use. He/she understands some of the cultural contexts of the phenomena and events presented and discussed. He/she presents the chosen topic with a number of substantial errors and inaccuracies, and only partially moderates the discussion. One of the written assignments contains major mistakes, while the other has minor errors of language and content.

Grade E (sufficient): The student has very limited knowledge of the cultural studies terminology presented and discussed, and has serious shortcomings in applying them in practical language use. He/she understands only minimal cultural studies contexts of the phenomena and events presented and discussed. His/her presentation lacks cohesion, but leads to some meaningful conclusion. Both written assignments contain major mistakes of language and content, but they still reveal some sense.

Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): -

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

**Learning outcomes:**

Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

- The student is knowledgeable in the sub-discipline of “Contemporary American and British Culture”, i.e., understands the terminology presented and the contextual background of the course.

- The student understands the historical and political reasons for migration, multiculturalism, the Brexit phenomenon and its significance in the EU, etc.
- The student is familiar with teaching methods or the intercultural principle in language teaching.
- The student is able to apply the presented topics to teaching (create a lesson based on a cultural topic, teaching the language in interaction with the culture of the UK and the USA).

#### Skills:

- The student is able to work with specialist (secondary) literature, but also with fiction and authentic material, and is able to elaborate on a cultural studies topic for language learning purposes.
- The student can analyse, evaluate, and create teaching materials reflecting the teaching objective, conditions and specificities of a particular educational context.
- The student is able to analyse the latest knowledge of the discipline, apply analytical-critical and linguistic thinking to selected cultural studies phenomena, leading to creativity and empathy.
- The student has developed the skills to communicate fluently about professional aspects of culture and the teaching of culture in English at the C1 level.
- The student acquires presentation and digital skills, is able to search for relevant information in the digital environment and work in the digital learning environment Moodle; he/she also acquires presentation skills and project development.

#### Competences:

- The student develops literacy skills and acquires literary and intercultural competences.
- The student is able to communicate effectively, collaborate and solve problems as a team.
- The student adequately develops metacognitive awareness, can use effective strategies of self-study and regulation of his/her life reflecting the principles of psycho-hygiene.
- The student develops autonomy, responsibility for his/her further professional development.
- The student knows how to use information and communication technologies in foreign language education, in professional and broader social communication, as well as in his/her further education.
- The student acquires intercultural competences and competences for intercultural approach in language education.
- The student has the prerequisites for active involvement in professional life.

### **Class syllabus:**

#### Course contents

#### Main themes of the course:

- Introduction to cultural studies
- Terminology of the discipline
- British and American migration waves in historical contexts: Post-war migration
- The political rhetoric of migration
- Contemporary UK-US migration policies
- Social issues affecting contemporary cultures

Through the above course contents and methods of education, the student acquires knowledge, develops his/her didactic skills, and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching of English Language and Literature in Combination.

### **Recommended literature:**

#### Compulsory readings:

Articles, reports, and briefs from the website The Migration Observatory at the University of Oxford, <https://migrationobservatory.ox.ac.uk/>

PANAYI, Panikos. An Immigration History of Britain: Multicultural Racism since 1800. Pearson Education Ltd., 2010.

“Migrants in the UK: An Overview”, The Migration Observatory

<http://www.migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-an-overview/>  
 The Migration Observatory at the University of Oxford, [https://migrationobservatory.ox.ac.uk/](https://migrationobservatory.ox.ac.uk/Reading: British Muslims in Numbers – A Demographic, Socio-economic and Health Profile of Muslims in Britain Drawing on the 2011 Census, Chapter 2)  
 Reading: British Muslims in Numbers – A Demographic, Socio-economic and Health Profile of Muslims in Britain Drawing on the 2011 Census, Chapter 2  
[https://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport\\_2015.pdf](https://www.mcb.org.uk/wp-content/uploads/2015/02/MCBCensusReport_2015.pdf)  
 Enoch Powell's "Rivers of blood" speech  
<http://www.telegraph.co.uk/comment/3643823/Enoch-Powells-Rivers-of-Blood-speech.html>  
 Policy Primer: Integration", The Migration Observatory  
<https://migrationobservatory.ox.ac.uk/resources/primers/policy-primer-integration/>  
 Peter William Walsh and Robert McNeil, "Calculating the Bill: The Projected Impacts of the Points-Based Immigration System After Brexit"  
<https://migrationobservatory.ox.ac.uk/resources/commentaries/calculating-the-bill-the-projected-impacts-of-the-points-based-immigration-system-after-brexite/>  
 Recommended readings:  
 JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2020). Voices from beyond: A modern coursebook of cultural studies for philologists: With a focus on (e)migration as a political, ethical, linguistic and cultural phenomenon in the era of globalization. Bratislava: Z-F Lingua.  
 JAVORČÍKOVÁ, J. (2010). Slovak Immigration to Canada: Narrated Histories. In Migrating Memories: Central Europe in Canada. Volume 2: Oral Histories, ed. Rodica Albu. Brno/Niš: CEACS.  
 These resources are available in Slovak libraries and bookstores, as well as online.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 44

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

**Lecturers:**

**Last change:** 15.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde006/22	<b>Course title:</b> Contrastive Linguistics
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 1L+1S Teaching method: in-person, combined Number of hours: 2 per week, 22 per semester Student workload: 75 hours in total Direct teaching = 22h, continuous home preparation for class = 11 h, preparation of continuous assignments (assignments, exercises) = 11h, preparation for in-term test = 14h, preparation for final test = 17h Teaching methods: Explanation of the material, instruction, brainstorming, guided debate, discussion of the topic, independent work, group work, work with text, solving problems and assignments, application of theoretical knowledge to practice	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Completion of graded written assignments is a prerequisite for taking the final test. The student is entitled to an alternative date for the in-term assessment (if he/she has not attended the assessment for health or other compelling reasons), but is not entitled to a re-sit in-term assessment date. Continuous assessment (40 percent): In-term assessment (25 percent) Completion of written assignments (15 percent) Final assessment (60 percent): Final test (60 points) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A (excellent performance): The student possesses knowledge of the theory at an excellent level, knows professional terminology and can use it to name grammatical phenomena in practical	

examples, independently and at an excellent level finds analogies and contrasts in the grammar of the English and Slovak languages, creates his own examples of the analysed phenomena, independently and without mistakes works out practical tasks assigned by the teacher.

Grade B (very good): The student possesses knowledge of the theory at an excellent level, knows professional terminology and can use it to name grammatical phenomena in practical examples with a minimum of errors, independently finds analogies and contrasts in the grammar of the English and Slovak languages, creates his/her own examples of the analysed phenomena, independently develops practical tasks assigned by the teacher with a minimum of errors.

Grade C (good): The student possesses mostly theoretical knowledge at an average level, knows professional terminology, with help can use it to name grammatical phenomena, knows the grammar of the English language, only with problems or with help can identify relevant categories in both languages, when answering questions relies on learned examples, when solving tasks makes mistakes.

Grade D (satisfactory): The student possesses partial theoretical knowledge at a sufficient level, relies on descriptive statements, uses technical terminology to a lesser extent, only with problems can he/she connect it to naming grammatical phenomena, has a sufficient command of English grammar, has problems identifying relevant categories in both languages, relies on memorised examples when answering questions, makes grammatical and stylistic errors when solving problems, which do not have a significant impact on the student's understanding of the written expression.

Grade E (sufficient): The student possesses at least partial theoretical knowledge, relies on descriptive statements, uses technical terminology to a minimal extent, only with problems can he/she link it to naming grammatical phenomena, has a sufficient level of command of English grammar in practical activities, makes grammatical and factual errors in identifying relevant categories in both languages, relies on memorised examples when answering questions, makes grammatical and stylistic errors when solving problems which do not have a significant impact on the student's understanding of the written expression.

Scale of assessment (preliminary/final): Course completion requirements: Completion of graded written assignments is a prerequisite for taking the final test. The student is entitled to an alternative date for the in-term assessment (if he/she has not attended the assessment for health or other compelling reasons), but is not entitled to a re-sit in-term assessment date. Continuous assessment (40 percent): In-term assessment (25 percent) Completion of written assignments (15 percent) Final assessment (60 percent): Final test (60 points)

### **Learning outcomes:**

Objectives and learning outcomes:

Based on the objectives declared in the profile of a graduate, this course aims for a student to develop the following knowledge, skills, and competences:

Knowledge:

The student...:

- is proficient in professional terminology,
- knows and is able to use the hierarchy of linguistic units in practice,
- is oriented in the approaches of the different linguistic schools,
- consolidates the knowledge from previous grammar courses,
- develops and uses the acquired knowledge for the contrastive analysis of bounded linguistic structures as well as for the complex analysis of a text.

Skills:

The student...:

- works independently with a professional text, searches for and correlates the latest knowledge, and critically analyses it,



<ul style="list-style-type: none"> <li>- develops his/her presentation and communication skills as part of preparation for his/her future career,</li> <li>- applies theoretical knowledge in solving practical problems,</li> <li>- demonstrates the ability to analyse and think critically,</li> <li>- sees issues and problems in a broader context,</li> <li>- understands and can demonstrate connections, can relate them logically,</li> <li>- is able to cooperate effectively within a group.</li> </ul> <p>Competences:</p> <p>The student...:</p> <ul style="list-style-type: none"> <li>- communicates effectively within a study/work group, uses self-study strategies,</li> <li>- is able to present his/her knowledge at an appropriate linguistic level, develops his/her argumentation skills,</li> <li>- develops his/her linguistic thinking, actively and effectively uses information technology to gather information, which he/she then communicates effectively in English at an appropriate level.</li> </ul>
<p><b>Class syllabus:</b></p> <p>Course contents:</p> <p>Main themes of the course:</p> <p>A brief history of linguistics from ancient times to the present, the naming unit and its basic features, the content and form of the naming unit, compound words, conversion, basic differences between English and Slovak nouns, verbs and adjectives, the sentence, the definition of the sentence and its functional analysis, the function of the subject in English, types of predication, nominal trends in English, sentence structure, word order, inversion</p> <p>Through the above course content and the use of the above methods of education, the student acquires theoretical knowledge of linguistics as a scientific discipline, develops his/her practical skills and competences in accordance with the profile of a graduate of the Master's degree. He develops his analytical-comparative thinking and deepens the skills of working with text that he has acquired during his previous studies. He/she uses his/her knowledge of English as a foreign language and is able to compare morphological and syntactic characteristics with their Slovak equivalents. With regard to the graduate profile, he develops his pedagogical and linguistic thinking. He/she uses comparative analysis to determine the interference of the mother tongue, works effectively on its prevention and independently or in a group searches for effective methods of strategies usable in future educational practice.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>(selected chapters according to the teacher's instructions)</p> <p>HLADKÝ, J. and RUŽIČKA, M. (1996). A#Functional Onomatology of English. Brno: Masarykova Univerzita.</p> <p>VACHEK, J. (1997). Functional Syntax. Brno: Masarykova univerzita.</p> <p>VACHEK, J. (1975). Linguistic Characterology of Modern English. Bratislava: UK Bratislava.</p> <p>Recommended readings:</p> <p>(selected chapters according to the teacher's instructions)</p> <p>DUŠKOVÁ, L. et al. (1994). Mluvnice současné angličtiny na pozadí češtiny. Academia Praha.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>English, Slovak</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 235						
A	ABS	B	C	D	E	FX
11,91	0,0	19,15	22,98	17,87	26,81	1,28
<b>Lecturers:</b> Mgr. Patricia Kotlebová, PhD.						
<b>Last change:</b> 14.10.2023						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde004/22	<b>Course title:</b> Current Trends in English Language Didactics
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 1L+1S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 75 hours in total Direct teaching = 22 hours, continuous home study = 11 hours, preparing a power-point presentation of a selected topic = 16 hours, preparing a practical teaching task focused on a selected topic = 3 hours, preparing a case study focused on a selected topic = 2 hours, home study for the final theoretical test = 21 hours Teaching methods: Brief explanation of the material, brainstorming and problem solving tasks and assignments, dialogical methods (debate, discussion, colloquium), simulation, solving case studies, guided self-study.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KAJL/M-ANGde002/22 - English Language Didactics	
<b>Recommended prerequisites:</b> M-ANGde002 English Language Didactics	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (50 points/percent): Power-point presentation of a selected topic (theory + research findings) (35 points) Practical teaching task(s) focused on a selected topic (10 points) Preparing a case study focused on a selected topic (5 points) The essential condition for taking a final test is obtaining at least 50% of the continuous assessment (25 points). Final assessment (50 points/percent): Final test (50 points) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69 – 0% FX	

Grade A (excellent - outstanding results): The student can independently prepare a complex ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus, can independently prepare and teach a practical activity of the selected issue, independently formulate a case study of the selected issue, which is subsequently solved by the group within the colloquium.

Grade B (very good): The student, with minimal help from the teacher, can prepare a complex ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus, with minimal help from the teacher can prepare and teach a practical activity of the selected issue, formulate a case study of the selected issue, which is subsequently solved by the group within the colloquium.

Grade C (good): The student, with the help of the teacher, can prepare a basic overview ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus, with the help of the teacher can prepare and with minor errors teach a practical activity of the selected issue, with the help of the teacher formulate a case study of the selected issue, which is subsequently solved by the group in a colloquium.

Grade D (satisfactory): With intensive help from the teacher, the student is able to prepare a basic ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus; with intensive help from the teacher, the student is able to prepare and teach a practical activity on the selected issue with minor errors; with intensive help from the teacher, the student is able to formulate a case study on the selected issue, which is subsequently solved by the group as part of a colloquium.

Grade E (sufficient): Only with the support and intensive help of the teacher can the student prepare a basic ppt presentation (theoretical background and research findings) on the selected thematic area from the course syllabus; only with the support and intensive help of the teacher can the student prepare and teach a practical activity of the selected issue with mistakes, and formulate a case study of the selected issue, which is subsequently solved by the group in a colloquium.

Scale of assessment (preliminary/final): Continuous assessment (50 points/percent): Power-point presentation of a selected topic (theory + research findings) (35 points) Practical teaching task(s) focused on a selected topic (10 points) Preparing a case study focused on a selected topic (5 points) The essential condition for taking a final test is obtaining at least 50% of the continuous assessment (25 points). Final assessment (50 points/percent): Final test (50 points)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

Students are proficient in the basic content, methodology, and epistemology of linguodidactics, they are familiar with various sources of knowledge (relevant professional literature, domestic and international research in the field), and are familiar with the broader cultural, intercultural, and social contexts; students know the complete theoretical background and are able to apply innovative and alternative methods of teaching English in groups of pupils with special educational needs (dyslexia, dysgraphia, autism spectrum disorders, ADHD). Students know the strategies for using literary text in the EFL teaching and know how to incorporate different communication media forms into teaching. Students know the methodology of research in education and other relevant sciences.

Skills:

Students are able to analyse and evaluate educational programs according to the conditions of a specific educational environment (constructivism, cooperative teaching); they have developed skills to apply the acquired theoretical knowledge in pedagogical practice, to propose and evaluate solutions to educational problems (through case studies); students are familiar and are able to work

with linguistic literature, which they can critically analyse and process; they can linguistically analyse authentic English texts used in English language teaching in different types of schools and reveal their linguistic potential; students can actively use different ways of working with literary texts in English language teaching; students can observe, critically analyse and review the latest trends and approaches, which they can discuss and in a group and implement them in their pedagogical activities; students can analyse, evaluate and create teaching materials reflecting the specific teaching objective, conditions and characteristics of a particular educational context; students know how to use information and communication technologies in EFL teaching.

**Competences:**

Students have adequately developed analytical-critical and pedagogical-psychological-linguistic thinking, which allows them to use the acquired knowledge for didactic purposes as well as for their personal, professional and social development; students have developed personal and affective prerequisites for a humanistic approach to learners and the teaching process (self-confidence, assertiveness, empathy, flexibility, tolerance, ability to reveal and respect individual characteristics of pupils, etc. ); students are able to make independent decisions and responsibly solve problems related to the implementation of foreign language teaching at the appropriate level of education (ISCED1 – ISCED3) and the appropriate language level of students (A1 – B2 according to CEFR) reflecting social and ethical responsibility in decision-making and acting in accordance with professional ethics; students are able to communicate effectively, argue, cooperate and solve case studies, assigned problem tasks in a team; students have developed autonomy, responsibility for their further professional development; students know how to use information and communication technologies in foreign language education, in professional and broader social communication as well as in their further education; students are able to communicate about the possibilities of making foreign language education more effective, they are involved in professional life in foreign language education.

**Class syllabus:**

Course contents:

Main themes of the course:

Validity and reliability of testing language resources and skills; critical thinking and critical reading (I.N.S.E.R.T method); accuracy and fluency in developing speaking skills and teacher's questions; developing writing skills (academic and creative writing); use of songs, literary texts, authentic materials and digital technology in English language teaching; constructivism in the language classroom, cooperative learning in the language classroom; teaching English to groups of students with special educational needs (dyslexia, dysgraphia, dysorthography, autism spectrum disorders; ADHD)

Through the above course content and the use of the above methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

**Recommended literature:**

Compulsory readings:

ALJOHANI, M. (2017). Principles of "Constructivism" in Foreign Language Teaching. Journal of Literature and Art Studies, Vol. 7, No. 1, pp. 97–107. [online]

<http://www.davidpublisher.com/Public/uploads/Contribute/583d2297ba95a.pdf>

DAVIDSON, N. and MAJOR, C. H. (2014). Boundary crossings: Cooperative learning, collaborative learning, and problem-based learning. Journal on Excellence in College Teaching, 25 (3&4), pp. 7–55. [online]

<https://northweststate.edu/wp-content/uploads/files/BoundaryCrossings.pdf>

<p>NIJAKOWSKA, J. et al. (2016). Dyslexia for Teachers of English as a Foreign Language. Łódź: University of Łódź, Poland. [online]  <a href="http://dystefl2.uni.lodz.pl/wp-content/uploads/DysTEFL2-booklet.pdf">http://dystefl2.uni.lodz.pl/wp-content/uploads/DysTEFL2-booklet.pdf</a></p> <p>UR, P. (2012). A Course in English Language Teaching. Cambridge University Press.</p> <p>Recommended readings:</p> <p>BROWN, H. D. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.</p> <p>HARMER, J. (2007). The Practice of English Language Teaching. 4th edition. Harlow: Pearson Education Ltd.</p> <p>SCRIVENER, J. (2005). Learning Teaching. Oxford: Macmillan.</p> <p>ŠIPOŠOVÁ, M. and JURÍKOVÁ, I. (2021). Výučba gramatiky angličtiny na úrovni A2 u#žiacov s#dyslexiou. Bratislava: UK v#Bratislave. [online]  <a href="https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kajl/AFX7_Vyucba_gramatiky_AJ_na_urovni_A2_u_ziakov_s_dyslexiou_Siposova_Jurikova.pdf">https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kajl/AFX7_Vyucba_gramatiky_AJ_na_urovni_A2_u_ziakov_s_dyslexiou_Siposova_Jurikova.pdf</a></p>																				
<p><b>Languages necessary to complete the course:</b>  English, Slovak</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b>  Total number of evaluated students: 262</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>27,1</td><td>0,0</td><td>26,72</td><td>19,47</td><td>17,94</td><td>6,87</td><td>1,91</td></tr> </table>							A	ABS	B	C	D	E	FX	27,1	0,0	26,72	19,47	17,94	6,87	1,91
A	ABS	B	C	D	E	FX														
27,1	0,0	26,72	19,47	17,94	6,87	1,91														
<p><b>Lecturers:</b> doc. PaedDr. Martina Šipošová, PhD., PaedDr. Eva Smetanová, PhD.</p>																				
<p><b>Last change:</b> 14.10.2023</p>																				
<p><b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde018/22	<b>Course title:</b> Didactics of English Language for Young Learners
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 1L+1S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 75 hours in total Direct teaching = 22 hours, continuous home preparation = 17 hours, creating a lesson plan, including also preparation for its demonstration = 6 hours, creating a lesson plan focused on the use of the Jolly Phonics method = 4 hours, creating a project proposal for primary school pupils = 5 hours, creating a lesson with modified activities for dyslexic pupils = 4 hours, creating an information leaflet for parents = 3 hours, preparing for the final test = 14 hours Teaching methods: Brief explanation of the subject matter, problem-solving tasks and assignments, dialogic methods (debate, discussion, colloquium), brainstorming, mind-maps, role-plays, case studies	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (60%): Creation of a lesson plan (18 points) Creation of a lesson plan focused on the use of the Jolly Phonics method (11 points) Creation of a project proposal for primary school pupils (13 points) Creation of a lesson plan with modified activities for dyslexic pupils (10 points) Creation of an information leaflet for parents (8 points) The final assessment is subject to a minimum of 60% of the points from the Continuous assessment (= 36 points). Final assessment (40%): Final test (40 points) Grading:	

100–95% A, 94 – 90% B, 89 – 85% C, 84 – 80% D, 79 – 75% E, 74–0% FX

Grade A (excellent performance): The student can independently create his/her own lesson plan, create a lesson plan with elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with modified activities for dyslexic learners, create an information leaflet for parents.

Grade B (very good): The student, with minimal help from the teacher, is able to create his/her own lesson plan, create a lesson plan with elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with modified activities for dyslexic learners and create an information leaflet for parents.

Grade C (good): The student, with the help of the teacher, can create, but with minor errors a lesson plan, create a lesson plan with elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with several modified activities for dyslexic learners, create an information leaflet for parents.

Grade D (satisfactory): The student, only with intensive help from the teacher and various errors, can create a lesson plan, can create a lesson plan with elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with several modified activities for dyslexic learners and create an information leaflet for parents.

Grade E (sufficient): The student can only partially create a lesson plan and only with support and intensive help from the teacher, the student can create a lesson plan with only minimal elements of the Jolly Phonics method, design a project using cross-curricular links, create a lesson plan with only a small number of modified activities for dyslexic learners and with several weaknesses, the student can create an information leaflet for parents.

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

### **Learning outcomes:**

Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

- The student knows the theoretical principles of designing and planning the teaching of English in primary education, knows the principles of the learner-centred approach and understands their relevance for making learning and teaching English more effective in primary education.
- The student is familiar with the methods used for teaching foreign languages and methods applied when teaching English in primary education, the student knows and can apply innovative and alternative methods of teaching English when teaching learners with special educational needs in primary education.

Skills:

- The student is familiar with relevant didactic publications and materials, can analyse and select them, can analyse and evaluate educational programmes, create a lesson plan by applying innovative methods of English language teaching suitable for pupils in primary education and can use ICT when teaching English in primary education.
- The student can apply the acquired theoretical knowledge when solving didactic assignments and problem solving tasks.

Competences:



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

### **Class syllabus:**

Course contents:

Main themes of the course:

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

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

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

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

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

### **Recommended literature:**

Compulsory readings:

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

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

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

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

State educational programme, primary education

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

Recommended readings:

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

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

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

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

<b>Languages necessary to complete the course:</b> English, Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 113						
A	ABS	B	C	D	E	FX
34,51	0,0	20,35	15,93	13,27	10,62	5,31
<b>Lecturers:</b> PaedDr. Eva Smetanová, PhD.						
<b>Last change:</b> 15.10.2023						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGš010/16	<b>Course title:</b> Didactics of English language and literature
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>Course condition requirements: The State Examination in Didactics of English Language and Literature, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 of the Study Regulations of the Faculty of Education, Comenius university, and the Internal Regulation No.5/2021 of the Study Regulations of Comenius University.</p> <p>A student may take the state examination (a) after obtaining at least such number of credits for the completed courses which, after adding the credits for the successful completion of state exam, would meet the minimum credit requirements (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, except for the state examination, and (c) without disciplinary proceedings being conducted against him/her. The student receives 3 credits for successful completion of the state examination in didactics of English language and literature.</p> <p>Assessment According to the Internal Quality Assurance System for Higher Education of the Comenius University, the student shall be evaluated in particular on the demonstration of the ability to integrate the knowledge, skills and competences specified in the graduate's profile.</p> <p>The overall evaluation of the student's oral exam is a combination of the partial evaluations of the oral exams from the individual subject of the state examination and reflects the overall level of the student's insight in the field, the ability to synthesize and correlate knowledge, critically analyse information, apply theoretical knowledge and solve problems. Students are assessed based on the level of their knowledge, skills and competencies relevant for the exam questions in which they are tested.</p> <p>The assessment is awarded on a scale: A (excellent - outstanding), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (satisfactory - results meet the minimum criteria), Fx (inadequate).</p> <p>A student is graded FX if he/she has only met the assessment requirements at a level less than 60% of the overall highest possible level of completion of the course requirements for the state examination.</p>	
<p><b>Learning outcomes:</b></p> <p>Learning outcomes / objectives and learning outcomes: The learning outcome is in accordance with the Long-term Plan of the CU/PdF, the mission and strategic objectives of the CU/PdF, in accordance with the description of the field of study, in</p>	

accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study plan of the study programme and other relevant documents.
<p><b>Class syllabus:</b></p> <p>The aim of the state examination in didactics of English language and literature is to test the level of knowledge, skills and competences specified in the graduate's profile, with emphasis on the ability to synthesize and practically apply the theoretical didactic knowledge acquired in the previous subjects. Each question is accompanied by a problem task or case study related to the relevant thematic area, where the student demonstrates his/her understanding of causal relationships and contexts, his/her level of flexibility of pedagogical-psychological thinking and the ability to apply theoretical knowledge to solve a specific teaching problem.</p> <p>The content of the state examination in the didactics of English language and literature is based on the compulsory subjects M-ANGde-002 Didactics of the English Language (profile subject), M-ANGde-004 Current Trends in the Didactics of the English Language, M-ANGde-005 Psychological Aspects of Foreign Language Learning and M-ANGde-018 Didactics of the English Language for Primary Learners. Students can further deepen their knowledge, skills and competences in the offered compulsory elective courses: M-ANGde-029 Didactics of English Language for Pre-primary Learners, M-ANGde-030 Didactics of Grammar and M-ANGde-021 Didactics of English Language for Adults.</p> <p>Students will present their knowledge, skills, competences as well as the level of communicative competence in English through a guided discussion with the members of the committee on various topics which are generated for the student automatically, while in the next part of the discussion the student practically solves an assigned problem or case study related to the respective topic area.</p>
<b>State exam syllabus:</b>
<p><b>Recommended literature:</b></p> <p>The recommended literature is listed in the documentation of the profile subjects.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>English, Slovak</p>
<b>Last change:</b> 09.11.2022
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde021/22	<b>Course title:</b> Didactics of Teaching Adult Learners
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Number of hours: 2 per week, 22 per semester Student workload: 50 hours in total Direct teaching = 22 h, home preparation for class (revision + homework) = 12 h, preparation of lesson plan = 8 h, teaching sample lesson = 5 h, working on observation files = 2,5 h, preparation for theoretical test = 10 h Teaching methods: Monological methods (presentation of the theoretical part of the curriculum), situational methods (case studies according to pre-prepared models), problem-based methods (brainstorming, heuristics, practical implementation of knowledge in the lesson plan and in the lesson itself, guided self-study (home preparation of students, analysis of outputs), dialogical methods (guided conversation on a given topic)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): Lesson plan (30%) Sample lesson (20%) Theoretical test (50%) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Class attendance and completion of the continuous assessment tests with any score are prerequisites for the final continuous assessment. The student is allowed to ask for an extra date for the interim assessment tests (if he/she has not attended the assessment for medical or other serious reasons) but is not allowed to re-sit any of the tests.	

Grade A (excellent performance): The student is able to independently develop and practically teach the “micro teaching” lesson, compose their his/her own English-language lesson plan aimed at an adult learner, applying innovative teaching methods for the relevant language level according to the CEFR, the student knows the complex theoretical background of methods and theories of foreign language teaching with regard to the characteristics of the subjects of foreign language teaching and the use of a variety of appropriate learning tasks and organizational forms in teaching.

Grade B (very good): The student, with minimal help from the teacher, is able to create and practically teach the “micro teaching” lesson, compose his/her own English lesson plan aimed at an adult student, with the application of innovative teaching methods for the relevant language level according to the CEFR, the student knows several theoretical backgrounds of methods and theories of foreign language teaching with regard to the characteristics of the subjects of foreign language teaching and the use of a variety of appropriate teaching tasks and organizational forms in teaching.

Grade C (good): The student, with the help of the teacher, is able to create and, with minor errors, practically teach the “micro teaching”, to compose the English lesson plan aimed at an adult student, with the application of innovative teaching methods for the relevant language level according to the CEFR, the student knows the basic theoretical background of methods and theories of foreign language teaching with regard to the characteristics of the subjects of foreign language teaching and the use of a variety of appropriate teaching tasks and organisational forms in teaching.

Grade D (satisfactory): The student only with the intensive help of the teacher can create an English lesson plan with a focus on the adult learner for the relevant language level according to the CEFR, a part of which can be taught as “micro teaching” lesson. With a greater number of deficiencies, the student will present only partial theoretical knowledge of foreign language teaching, partial characteristics of the subjects of foreign language teaching and the use of a variety of appropriate teaching tasks and organizational forms in teaching.

Grade E (satisfactory performance): The student only with the support and intensive help of the teacher can partially create an English lesson plan aimed at adult learners for the appropriate language level according to the CEFR, a part of which he/she can teach in the “micro teaching”. Only with the support of the teacher and with a greater number of shortcomings, the student is able to present only partial knowledge of teaching methods and theories of foreign language teaching, partial knowledge of some basic characteristics of the subjects of foreign language teaching and the use of a variety of appropriate learning tasks and organisational forms in teaching.

Scale of assessment (preliminary/final): Continuous assessment (100%): Lesson plan (30%)

Sample lesson (20%) Theoretical test (50%)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate’s profile, this course aims to acquire the following knowledge, skills and competences:

Knowledge:

Through the above-mentioned knowledge the student knows the principles of pedagogical diagnostics on andragogical basis, also considering the individual characteristics of adult learners, he/she knows the basic content, methodology and epistemology of didactic disciplines. The student knows the trends in the development of teaching methods and practices, especially with regard to the adult learner. The student knows the theoretical and practical contexts of didactics in the English language, and the principles and importance of the application of digital technologies in foreign language education.

Skills:

The student has developed skills to apply the acquired theoretical knowledge in pedagogical practice, to propose and evaluate solutions to educational problems. The student is able to independently design and implement English language teaching for adult learners, to analyse and

evaluate teaching programmes; to analyse, evaluate and create teaching materials reflecting the teaching objective, conditions, and peculiarities of a particular educational context. The student is able to communicate effectively, has developed presentation and argumentation skills. The student has developed skills to communicate fluently in English in a variety of specific situations at C1 level. The student knows how to use information and communication technologies in English language teaching.

**Competences:**

The student has adequately developed analytical-critical and pedagogical-psychological-linguistic thinking, which enables him/her to use the acquired knowledge for didactic purposes as well as for his/her personal, professional, and social development. He/she is able to make independent decisions and solve problems responsibly, reflecting social and ethical responsibility. He/she is able to argue, present and defend his/her opinions and attitudes adequately, while accepting and respecting the opinions of others. The student is able to communicate about the possibilities of making foreign language education more effective. They engage in professional life in the field of foreign language education.

**Class syllabus:**

**Course contents:**

**Main themes of the course:**

Teaching AJ to adults abroad and in Slovakia, planning of teaching adults (content, forms and methods of teaching), characteristics of adults as learners, selection and development of teaching materials suitable for adults, organisation of lessons, needs analysis and motivation for learning AJ, assessment of learners, learning styles, learning strategies and their training, autonomous learning and the role of the teacher in teaching adults

Through the above course content and the use of the above methods of education, the student acquires the knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme Teaching of English Language and Literature in Combination.

**Recommended literature:**

**Compulsory readings:**

BOJO, P. (2019). Teaching English to Adults. Bratislava: Z-F Lingua.

REPKA, R., PČOLINSKÁ, A. and ŠIPOŠOVÁ, M. (2015). An Introductory Course in English Language Didactics. Bratislava: Z-F Lingua.

**Recommended readings:**

BROWN, H. D. and LEE, H. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.

HARMER, J. (2007). The Practice of English Language Teaching. 4th edition. Harlow: Pearson Education Ltd.

HARMER, J. (2006). How to Teach English. London: Pearson Education.

PATON, A. and WILKINS, M. (2009). Teaching Adult ESOL: Principles and Practice. New York: Open University Press.

ROGERS, A. (2010). Teaching Adults. New York: Open University Press.

UR, P. (2012) A Course in English Language Teaching. Cambridge University Press.

These resources are available in Slovak libraries and/or bookstores.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 18						
A	ABS	B	C	D	E	FX
38,89	0,0	27,78	22,22	5,56	0,0	5,56
<b>Lecturers:</b>						
<b>Last change:</b> 15.10.2023						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						



## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISšt007/16	<b>Course title:</b> Didactics of history
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The state examination (including the defence of the final thesis) is by the internal regulation No.1/2020 Study Regulations of the Faculty of Education of Comenius University and the internal regulation No.5/2021 Study Regulations of Comenius University.</p> <p>A student may take the state examination (a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of the last state examination, and (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination, and (c) without disciplinary proceedings being conducted against him/her.</p> <p>At the master's degree level of study, 94 credits in the prescribed composition must be obtained for the study part of the study programme. A further 14 credits shall be obtained for the successful defence of the thesis and 12 credits for the subjects of the state examination.</p> <p>According to VP 23/2021 Internal Quality Assurance System of the University of Education in Bratislava, part six, Art. 56, para. 2, the student must demonstrate knowledge and understanding of them, their application, and the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. They must also demonstrate well-developed learning skills with a high degree of independence and autonomy.</p> <p>In particular, the student is assessed on:</p> <ul style="list-style-type: none"> <li>- The level of acquisition of the necessary knowledge, skills and competencies required for the performance of the indicated occupation;</li> <li>- the level of completion and verbal interpretation of the acquired knowledge/competencies, the ability to analyse, synthesise and generalise them;</li> <li>- the level of the student's competencies (rationality of learning, ability to solve appropriate problem/simulated tasks, level of critical and creative thinking, communicative skills, personal and interpersonal competencies...)</li> </ul> <p>The assessment is awarded on a scale:</p> <p>A (excellent - outstanding results); the graduate of the oral state examination has demonstrated that he/she has thoroughly and comprehensively mastered the content of his/her specialisation in the theoretical field of modern didactics of history and is fully oriented in its issues, has mastered its methods, and thus consistently and at a high level of communication skills analyses, summarises and evaluates, while also being aware of the basic principles and ways of applying them to (teaching) practice of history;</p> <p>B (very good - above average standard); the graduate of the oral state examination in didactics of history has demonstrated that he has mastered the complex content of his specialisation in the theoretical field of didactics of history, he is securely and at an excellent communicative level oriented in the specific narrower and broader contexts of the professional context, however, his application of methodology and transposition is limited;</p>	

C (good - normal reliable work); the graduate of the oral state examination has demonstrated that he/she has mastered the analytical and synthesising approach to the evaluation of the presented knowledge in the didactics of history, he/she has safely, although with partial gaps, mastered the content of his/her specialisation, however, his/her level of knowledge of the theoretical-methodological procedures of knowledge acquisition in the didactics of history and the principles of their transposition into history education does not reach the fully desirable level;

D (satisfactory - acceptable results); the student can orientate himself in the professional issues of didactics of history only at a basic level; he knows a rather partial knowledge and does not show sufficient ability to summarise and present them, linking theoretical knowledge with its practical application in the history-didactic context causes him significant problems;

E (sufficiently - the results meet the minimum criteria); the graduate of the oral state examination reproduces the basic knowledge of didactics of history only with great difficulty, demonstrates only torso knowledge which he/she cannot link, and has only the most basic knowledge which he/she summarises poorly and cannot apply functionally in practice;

Fx (insufficient - additional work required); the student cannot navigate the issues and does not demonstrate mastery of the basic knowledge of this part of his/her speciality as a history teacher.

### **Learning outcomes:**

The state examination aims to verify the student's ability to solve specific tasks in the following contexts: history - didactics of history - history. The student must demonstrate general (transferable) and subject competencies and, within the framework of the acquired theoretical and practical knowledge, can:

- reason and communicate at an appropriate level in context and understand the fundamental problems of transposing historical knowledge, general and disciplinary didactics into the practice of a history teacher,
- compare historical events, deal with controversial topics and apply a multi-perspective approach to the study of historical topics and take a relevant professional position on various historical and didactic issues and problems,
- characterise and define basic didactic concepts with a focus on the specificities of teaching history in lower and upper secondary education,
- design a lesson on the subject of history by the didactic principles and requirements of the relevant pedagogical documentation for each type of school,
- characterise, apply and evaluate didactic methods and strategies recommended for modern history teaching, argue the advantages and pitfalls of their specific application for different target groups of pupils,
- propose adequate criteria for the evaluation of student performance in history and the educational system, understand the functionality of the application of metacognitive cognition, can apply the principles of pedagogical diagnostics also in cases of individual peculiarities of pupils and students,
- elaborate the content and target requirements of the course for different age groups based on the recognition of the importance of interdisciplinary connections in the teaching of history,
- based on reflection on pedagogical practice and didactical analysis of the curriculum in the subject of history, to design diverse teaching models and strategies with the justification of the choice of professional material, methods, procedures and forms of its processing.
- Apply the ability to think analytically and conceptually, creatively and originally approach the application of the knowledge of the specialised field and digital skills in the creation of educational aids (diverse media),
- approach problem-solving tasks in a team in a responsible manner and communicate the organisation, procedures and results of joint work (e.g. in event simulation, role-play, project and problem-based learning, etc.),

- to use their theoretical knowledge of the methodology of historical and pedagogical (empirical) research for the didactic representation of the intentions of their teaching activity,  
The content of the state examination focuses on historical knowledge specifically necessary for the teaching profession, the acquisition of the methodology of historical knowledge and its transposition into history teaching, understanding of the need for innovative approaches to educational programmes, and given the graduate's teaching specialisation, emphasis is also placed on the assessment of the form of presentation of the relevant knowledge.

#### **Class syllabus:**

- didactics of History Teaching as a scientific discipline, didactics and methodology of History Teaching and their object of study, didactic system,
- the relationship between historical science and history, the work of the historian and the history teacher, methods and phases of historical and pedagogical research, the essential functions of history and history,
- history as a school subject, its place in the system of the educational process, the functionality of factuality and functional literacy, updating (selection) of the history curriculum,
- the teaching of history in the past in our area (brief analysis of the concept of history from 1918 to 1993),
- Slovak models of History Teaching, European trends in the teaching of history,
- basic procedures of designing the didactic system in history for all types of schools in Slovakia,
- the specifics of the content, aims and tasks of teaching history in Slovakia and neighbouring countries, the criteria for their development and framework definitions in educational programmes,
- recommended forms, types and strategies of modern history teaching,
- cognitive, conceptual, procedural and metacognitive knowledge developed by history teaching,
- didactic analysis of the history curriculum, methodology of processing a larger thematic unit,
- history textbooks, current problems of textbook production in Slovakia,
- historical source, the primary source of historical knowledge, multiperspectivity in history teaching and interpretation of historical knowledge,
- multimedia aids in Teaching History, the importance of mind maps and symbolic representation of historical, geographical, demographic and other facts,
- history in the museum, archive and gallery, in the spatial territory (contexts of local, national, Central European, European and world history),
- the relationship to the protection of historical, cultural and natural heritage, the system of its defence in Slovakia and the world,
- pedagogical practices in the context of theory and methodology of evaluation and classification of individual and group performance of pupils in the process of history teaching,
- the results of empirical research on pupils' historical consciousness and their relationship to the study of History and History Teaching.

#### **State exam syllabus:**

#### **Recommended literature:**

- BENEŠ, Z., GRACOVÁ, B., PRŮCHA, J.: Sondy a analýzy. Učebnice dějepisu – teorie a multikulturní aspekty edukačního média. Praha : MŠ M a Tv, 2008.
- BOCKOVÁ, A.: Výučba dějepisu ako pedagogický problém. In. Verbum Historiae I., Bratislava : Vydavateľstvo Michala Vaška, 2008.
- BOCKOVÁ, A.: Ako reflektujú slovenskí študenti dejepis a históriu? In: Verbum historiae, 2/2014.
- ČAPEK, R.: Moderní didaktika dějepisu. Lexikon výukových a hodnoticích metod. Praha : Grada, 2015.
- ČAPEK, R.: Líný učitel – Jak učit dobře a efektivně. Bratislava : Raabe, 2018.

FISCHER, R.: Učíme děti myslet a učit se. Praha : Portál, 2004.

HUDECOVÁ, D.: Analýza dějepisných vzdelávacích programů ve vybraných státech Evropy a její výsledky. Praha : Tauris, 2006.

JULÍNEK, S. a kol.: Základy oborové didaktiky dějepisu. Brno : MU v Brně, 2004.

KLÍMA, B. a kol. Mládež a dějiny. Publikace výsledků mezinárodního dotazníkového šetření a výzkumu historického vědomí adolescentů se zaměřením na Českou republiku. Brno : CERM, 2001.

KMEŤ, M.: História a dejepis (Vybrané kapitoly z didaktiky dejepisu). Banská Bystrica : Univerzita Mateja Bela, 2017.

KRATOCHVÍL, V.: Metafora stromu ako model didaktiky dejepisu k predpokladom výučby. Bratislava : Raabe, 2019.

KRATOCHVÍL, V.: Multiperspektivita v 26, učebných figurách. Bratislava : Raabe, 2021.

LABISCHOVÁ, D., GRACOVÁ, B.: Příručka ke studiu didaktiky dějepisu. Ostrava : FF Ostravské univerzity v Ostravě, 2010.

MAZUR, D., DANNER, A. Komiks od roku 1968 do současnosti. Praha : Universum, 2015.

Odporúčania RE výboru ministrov členských štátov o vyučovaní dejepisu v Európe 21. storočia.. Bratislava : Informačná kancelária Rady Európy, 2001.

OTČENÁŠOVÁ, S.: Schválená minulosť. Kolektívne identita v československých a slovenských učebniciach (1918 -1989). Košice 2010.

PETLÁK, E.: Súčasnosť a perspektívy didaktiky. In : Duchoňová, J.-Hošová, D.-Koleňáková, R.Š. (eds.): Inovatívne trendy v odborových didaktikách. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Nitra : Univerzita Konštantína Filozofa, 2019.

RYBENSKÁ, Klára: Moderní přístupy k výuce dějepisu. Hradec Králové : UHK, 2020.

STUHLÍKOVÁ, I.-JANÍK, T (et.al.): Oborové didaktiky: Vývoj – stav – perspektivy. Brno : MU, 2015.

STRADLING, R.: Vyučovanie európskej histórie dvadsiateho storočia. Bratislava : MCMB, 2002.

STRADLING, R.: Multiperspektíva v dejepisnom vzdelávaní. Bratislava : MCMB, 2007.

SWAINOVÁ, H. ed.: Velké otázky historie. Praha : Abonet ND, 2006.

ZDECHOVANP VÁ, D., BOCKOVÁ, A, (eds.): Kultúrne dedičstvo inovatívnou formou (e-learning). Výukové CD k online kurzu. Bratislava L Strom života, 2012.

ZDECHOVANO VÁ, D., BOCKOVÁ, A., PÁNIK, P.: Inovatívne prístupy v ďalšom vzdelávaní učiteľov v oblasti kultúrneho a prírodného dedičstva. Metodická príručka. Bratislava : Strom života, 2006.

Vybrané učebnice dejepisu od 1. ČSR po r. 1989; súčasné učebnice dejepisu v SR; vybrané európske učebnice dejepisu.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde023/22	<b>Course title:</b> Disorders of child development, learning and behaviour
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites: 100% of the continuous assessment, the course is completed by assessment. During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the learning outcomes. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks. For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention. A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature. A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but their ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking. A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems	

in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.

A grade of E means that students fail more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, and fail to think critically, but have mastered most of the theoretical knowledge in the course.

**Learning outcomes:**

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

**Class syllabus:**

Brief outline of the course:

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

10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.						
11. Behavioural disorders, classification, manifestations and intervention options						
<b>Recommended literature:</b> VÁGNEROVÁ, M. (2014). Současná psychopatologie pro pomáhající profese. Praha: Portál, 816 s., ISBN 9788026206965 VÁRYOVÁ, B., ANDREÁNSKA, V. (2016). Vývinové poruchy. In: HERETIK, A. sr., HERETIK, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s.r.o. ISBN 9788089322244 Recommended reading: BRUNCLÍKOVÁ, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Univerzita Komenského. s 6-13. ISBN 978-80-223-4976-5 BRUNCLÍKOVÁ, Z., ANDREÁNSKA, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského. s. 171-177, ISBN 978-80-223-3483-9 BRUNCLÍKOVÁ, Z. (2014). Šikana v integrovanej triede základnej školy. In Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. Bratislava: Iris. s. 461-469. ISBN 978-80-89726-28-8 GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7 GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96. Bratislava: Univerzita Komenského. ISBN 978-80-223-4862-1 POKORNÁ, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Praha: Portál. 339 s. ISBN 978-80-7367-817-3 PUGNEROVÁ, M., KVITOVÁ, J. (2016). Přehled poruch psychického vývinu. Praha: Grada Publishing. ŘÍČAN, P., KREJČÍŘOVÁ, D. a kol. (2006). Dětská klinická psychologie. 4., přepracované a doplněné vydání. Praha: Grada Publishing. 269 s. ISBN 978-80-2475-4529 periodicals and scientific databases: PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b> subject with psychological focus, in the study plan marked *)						
<b>Past grade distribution</b> Total number of evaluated students: 488						
A	ABS	B	C	D	E	FX
77,05	0,0	12,91	5,12	1,64	0,82	2,46
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde023/22	<b>Course title:</b> Disorders of child development, learning and behaviour
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites: 100% of the continuous assessment, the course is completed by assessment. During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the learning outcomes. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks. For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention. A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature. A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but their ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking. A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems	

in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.

A grade of E means that students fail more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, and fail to think critically, but have mastered most of the theoretical knowledge in the course.

**Learning outcomes:**

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

**Class syllabus:**

Brief outline of the course:

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

10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.						
11. Behavioural disorders, classification, manifestations and intervention options						
<b>Recommended literature:</b> VÁGNEROVÁ, M. (2014). Současná psychopatologie pro pomáhající profese. Praha: Portál, 816 s., ISBN 9788026206965 VÁRYOVÁ, B., ANDREÁNSKA, V. (2016). Vývinové poruchy. In: HERETIK, A. sr., HERETIK, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s. r. o. ISBN 9788089322244 Recommended reading: BRUNCLÍKOVÁ, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Univerzita Komenského. s 6-13. ISBN 978-80-223-4976-5 BRUNCLÍKOVÁ, Z., ANDREÁNSKA, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského. s. 171-177, ISBN 978-80-223-3483-9 BRUNCLÍKOVÁ, Z. (2014). Šikana v integrovanej triede základnej školy. In Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. Bratislava: Iris. s. 461-469. ISBN 978-80-89726-28-8 GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7 GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96. Bratislava: Univerzita Komenského. ISBN 978-80-223-4862-1 POKORNÁ, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Praha: Portál. 339 s. ISBN 978-80-7367-817-3 PUGNEROVÁ, M., KVITOVÁ, J. (2016). Přehled poruch psychického vývinu. Praha: Grada Publishing. ŘÍČAN, P., KREJČÍŘOVÁ, D. a kol. (2006). Dětská klinická psychologie. 4., přepracované a doplněné vydání. Praha: Grada Publishing. 269 s. ISBN 978-80-2475-4529 periodicals and scientific databases: PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b> subject with psychological focus, in the study plan marked *)						
<b>Past grade distribution</b> Total number of evaluated students: 488						
A	ABS	B	C	D	E	FX
77,05	0,0	12,91	5,12	1,64	0,82	2,46
<b>Lecturers:</b> Mgr. Zuzana Štefanec, PhD.						
<b>Last change:</b> 10.11.2022						

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde009/22	<b>Course title:</b> Educational Development in Europe
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week, the total for the semester 22 hours, combined form; (primarily present) Student workload: 2P (3 credits): 11 x 2 hours of direct teaching = 22 hours; 5 hours - preparation of a presentation of the chosen topic; 23 hours - solving intermediate tasks; 40 hours - preparation of a seminar paper; Total: 90 hours. Learning methods: continuous individual solving of partial tasks, continuous output through presentations, discussion, situation analysis method, and e-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. Over the semester, students present selected topics on the history of education in Europe from antiquity to 1900 (30% of the mark). A discussion on the subject always follows the presentation. Based on the discussion, students will develop their topics into a written seminar paper. This should be a maximum of 15 pages, including notes and a list of literature and sources used. They will hand in the seminar paper no later than two weeks after the end of the seminar. They may receive 60 % of the total mark for the seminar paper. 10 % of the mark is based on their activity in the individual seminars. The grade is awarded on a scale: A (100-91%, excellent - outstanding results. The student produces a presentation of an excellent standard, is active in the seminars, and submits an excellent seminar paper. Has a broad, compact knowledge of the history of education in Europe). B (90-81%, very good - above average standard. The student creates and delivers his/her presentation at a very good level, is active in seminars, and submits a very good seminar paper. He/she is oriented in the subject matter, and he/she is proficient in it. C (80-73%, good - normal reliable work. Student produces a presentation at a good level and is knowledgeable about the subject matter. His/her seminar work is at a standard level, with sporadic errors).	

D (72-66%, satisfactory - acceptable results. The student presents his/her paper at a satisfactory-acceptable level. His/her activity in seminars is not very high. The seminar work is at a satisfactory level.

E (65-60%, satisfactory - the results meet the minimum criteria. The student's presentation meets the minimum standards, and his/her activity in seminars is poor. Seminar work meets the minimum criteria.

Fx (59-0%, insufficient - extra work required. The student's presentation was feeble; the student is not oriented in the subject matter and does not know the most basic knowledge. His seminar paper does not meet even the minimum criteria (e.g. it has no notes, no list of literature used, and it is full of errors).

### **Learning outcomes:**

The course aims to provide students with a basic overview of the history of education in Europe. The student will become familiar with the functioning of school education systems in the past. The student will be able to orientate himself/herself in the historical cross-section of education development from primary to university level. The student can link education development in Europe and Slovakia in different historical epochs. Analyses education based on contemporary sources, evaluates its development and significance and discusses its meaning and mission.

### **Class syllabus:**

- The development of education and scholarship in the early medieval period.
- The emergence of medieval universities.
- Education in the High and Late Middle Ages.
- The impact of the Reformation on education development in the 16th and 17th centuries.
- John Amos Comenius and his importance in the development of modern education.
- Catholic education in the 16th-18th centuries. The Jesuit and Ursuline orders and their place in the history of modern education.
- Protestant education in Europe and Slovakia until 1918.
- The emergence of the technical intelligentsia and the first technological schools. The place of the Mining Academy in Banská Štiavnica (founded in 1735) in the history of higher technical education.
- Significant personalities in the development of modern education and their most important works.
- Students from Slovakia at foreign universities and colleges until 1918.

### **Recommended literature:**

Compulsory readings:

PŠENÁK, J.: Dejiny školstva a pedagogiky (History of education and pedagogy). Žilina: Edis, 2012.

KAMENICKÝ, M.: Banícke školstvo na Slovensku do založenia Baníckej akadémie v Banskej Štiavnici (Mining Education in Slovakia until the Establishment of the Mining Academy in Banská Štiavnica). Bratislava: SAP, 2006.

Recommended reading:

BRŤKOVÁ, M., et al. Kapitoly z dejín pedagogiky (Chapters from the History of Pedagogy) . Bratislava : Pressent, 2000.

DENKOVÁ, Z. – KAMENICKÝ, M.: Vivat Akadémia. Banská Štiavnica: Slovenské banské múzeum, 2013, s. 4-59.

KAMENICKÝ, M.: Počiatky uršulínskej rehole a jej príchod do Bratislavy (The Origins of the Ursuline Order and its Arrival in Bratislava). In: Kresťanstvo v dejinách Slovenska. Editor: Mária Kohútová. Bratislava: Universum, 2003, s. 78-85.

KAMENICKÝ, M. – SZÖGI, L.: Študenti z Bratislavskej stolice na zahraničných univerzitách a vysokých školách do roku 1918. (Students from the Bratislava Region at Foreign Universities and Colleges until 1918). Bratislava: Post Scriptum, 2017.

<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 225						
A	ABS	B	C	D	E	FX
65,78	0,0	22,67	5,78	0,0	1,33	4,44
<b>Lecturers:</b> doc. PhDr. Miroslav Kamenický, CSc.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde001/22	<b>Course title:</b> Educational diagnostics and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: Weighting of interim and final assessment: 50/50 - the course is completed by examination. During the semester there will be three colloquial midterm evaluations of 10 points each and four midterm assignments of 5b will be worked on. The final exam will be graded 50pts. Credit will not be awarded to a student who receives less than 5 points on any of the three interim assessments and fails to submit all processed distance assignments for at least a 3b. A minimum of 60% of the course grade is required for successful completion of the course. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.	



A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

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

### **Learning outcomes:**

Learning objectives and outcomes:

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

### **Class syllabus:**

Brief outline of the course:

1. Introduction to educational diagnostics:

- Understanding the purpose and goals of pedagogical diagnosis in the context of effective teaching.
- Opportunities for self-discovery and the importance of teacher self-reflection.
- Basic mind-sets (fixed and growth-oriented) in the context of controlling versus autonomous teaching.
- Pedagogical diagnosis in critical motivational moments of the teaching process.

2. The diagnostic process:

- Diagnostic cycle

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

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

**Recommended literature:**

Recommended reading:

Compulsory reading:

GAVORA, P. (2010). Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma. 216s. ISBN 978-80-89132-91-1

KURUC, M. (2013). Poruchy správania u detí a adolescentov a ich pedagogická diagnostika. Bratislava: Univerzita Komenského v Bratislave. 65s. CD-Rom. ISBN 978-80-223-3512-6

Recommended reading:

HATTIE, J. (2012). Visible Learning For Teachers: Maximizing impact on Learning. New York: Routledge Taylor & Francis Group, US. 286p. ISBN 978-0-415-69015-7

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

MERTIN, V., KREJČOVÁ, L. (2016). Metódy a postupy poznávavani žáka, pedagogická diagnostika. 2. doplnené a aktualizované vydanie. Praha: Wolters Kluwer, CZ. 400s. ISBN 978-80-7552-014-2

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 960

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

**Lecturers:** doc. Mgr. Martin Kuruc, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde050/22	<b>Course title:</b> Electronic Literature
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 50 hours in total Direct teaching = 22 h, reading blogs assigned for each lesson = 7 h, home assignments = 11 h, preparation of final media project with pedagogical application = 10 h Teaching methods: Brief overview of genres of electronic literature, creative writing, creative media production, dialogical methods (debate, discussion, colloquium), presentation of own views and experiences related to literary production, self-reflection and self-realization based on literary draft and discussion during lessons, brainstorming, heuristic methods	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course requirements: Continuous assessment(100 points/percent): Creation of work during lessons or in preparation for lessons - 30 points Active participation in discussions - 10 points Creation of a final media project with pedagogical application - 60 points Grading: 100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX Grade A (excellent): The student has an in-depth knowledge of the overview of genres of experimental literature, knows the specifics of experimental literature in individual historical periods and can reconstruct them in relation to the present, can independently create simple works on a given topic or genre, can apply his/her creativity to the creation of a media text and present his/her creation to the class, can take an appropriate stance on the works of others, can create a full-	

fledged media project and incorporate it into the curriculum, has a broad knowledge of how to use a media text using appropriate methods to teach English to an age-appropriate grade level.

Grade B (very good): The student is mostly proficient in an overview of experimental literature genres, knows the major specifics of experimental literature in each historical period and can reconstruct them in light of the present, can create simple works on a given topic or genre with minimal assistance, can apply his/her creativity to the production of a media text and present his/her work to the class with minimal support, can take an appropriate stance on the work of others, is mostly able to create a full-fledged media project and integrate it into the curriculum, has sufficient knowledge to use a media text using appropriate methods to teach English to an age-appropriate grade level.

Grade C (good): The student knows the basic overview of the genres of experimental literature, knows the basic specifics of experimental literature in individual historical periods and can reconstruct them in relation to the present, can create simple works on a given topic or genre with more help, can apply his/her creativity to the production of a media text and present his/her work to the class with more support, can only partially take a stand on the works of others, is largely able to create a full media project and integrate it into the curriculum, has the basic knowledge to use a media text to teach English for an age-appropriate grade level by using appropriate methods.

Grade D (satisfactory): The student is proficient in some genres of experimental literature, knows some of the specifics of experimental literature in particular historical periods and can reconstruct them in relation to the present, can create simple works on a given topic or genre with great help, can apply his/her creativity to the production of a media text and present his/her creation to the class in consultation with the teacher, has only a sporadic opinion on the works of others, with a great deal of help is able to create a full-fledged media project and incorporate it into the curriculum, has a certain amount of knowledge to use the media text to teach English at an age-appropriate level by using appropriate methods.

Grade E (sufficient): The student knows a minimal amount of experimental literature genres, knows only partial specifics of experimental literature in particular historical periods and has difficulty reconstructing them in relation to the present, can produce simple works on a given topic or genre only with teacher support, can apply his/her creativity to the production of a media text and present his/her creation to the class after extensive consultation with the teacher, has no opinion on the works of others, with substantial support from the teacher is able to create a full-fledged media project and incorporate it into the curriculum, has some knowledge to use some methods to teach English language to the appropriate age level using a media text

Scale of assessment (preliminary/final): Continuous assessment(100 points/percent): Creation of work during lessons or in preparation for lessons - 30 points Active participation in discussions - 10 points Creation of a final media project with pedagogical application - 60 points

### **Learning outcomes:**

#### **Objectives and learning outcomes**

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

#### **Knowledge:**

Students are familiar with the basic works and genres of electronic and experimental literature written in the 20th century. Students understand the basic possibilities of using their creative potential in text production, students understand the role and significance of media works in a cultural and literary-theoretical context, they know the principles, meaning and possibilities of applying digital technologies in foreign language education, they know the strategies for using literary text in the pedagogical process and know how to incorporate its various media forms into teaching.

#### **Skills:**

Students are able to analyse works and the context in which they were written, and are able to use works appropriately in relation to instructional objectives to show elementary and middle school students the diversity of literary expression and thereby enable them to self-reflect, students can appropriately apply a creative approach to the text as an innovative, student-centred teaching method in an English language lesson plan for any selected ISCED and the relevant language level according to the CEFR, using a variety of appropriate learning tasks and organisational forms of teaching, students have developed broader analytical skills, can discuss independently, in pairs and in groups, have developed interpretive-analytical skills when working with literary works, know how to use information and communication technologies in English language teaching.

**Competences:**

Students are able to argue, present and defend their opinions and points of view, are able to critically approach media texts and think critically about basic psychological, social and cultural issues that are transcribed not only into their own experience, but also into their position as a competent, knowledgeable, perceptive and understanding teacher for primary and secondary education in the country.

**Class syllabus:**

Course contents:

Main themes of the course:

What is electronic literature? What is the function of poetry? Experimental Directions. Genres and remixes. Oulipo, combinatorial poetry. Visual poetry, collage. Sound poetry. Charts, diagrams, Fluxus. Kinetic poetry, video-poetry. Poetry in social media. Hypertextual literature. Fragmented literature.

Through the above mentioned course content and using the mentioned methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching English Language and Literature in Combination.

**Recommended literature:**

Compulsory readings:

Blog [www.nmlit.tumblr.com](http://www.nmlit.tumblr.com)

Blog [www.nmsylaby.tumblr.com](http://www.nmsylaby.tumblr.com)

HAYLES, N. K. (2008). *Electronic Literature: New Horizons for the Literary*. Notre Dame: University of Notre Dame. Introduction. <https://eliterature.org/pad/elp.html>.

HUSÁROVÁ, Z. (2012). A method of teaching multimodal creative writing. In: *Studies in Foreign Language Education* No. 4, pp. 113–132.

McCAFFERY, S. and NICHOL, BP. (1978). *Soundpoetry: A#Catalogue*. Toronto: Underwhich Editions.

<https://monoskop.org/images/f/f0/>

[McCaffery\\_Steve\\_bpNichol\\_eds\\_Sound\\_Poetry\\_A\\_Catalogue.pdf](#).

Recommended literature:

FLORES, L. (2021). Third-Generation Electronic Literature. In: Grigar, D. and O'Sullivan, J., eds. *Electronic Literature as Digital Humanities*. New York: Bloomsbury Academic. pp. 26–43. <https://www.bloomsburycollections.com/book/electronic-literature-as-digital-humanities-contexts-forms-practices>.

SEICA, A. (2021). Kinetic Poetry. In: Grigar, D. and O'Sullivan, J., eds. *Electronic Literature as Digital Humanities*. New York: Bloomsbury Academic. pp. 173–202. <https://www.bloomsburycollections.com/book/electronic-literature-as-digital-humanities-contexts-forms-practices>.

**Languages necessary to complete the course:**

English, Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 65						
A	ABS	B	C	D	E	FX
36,92	0,0	32,31	16,92	7,69	4,62	1,54
<b>Lecturers:</b>						
<b>Last change:</b> 15.10.2023						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde002/22	<b>Course title:</b> English Language Didactics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: L+S Teaching method: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 75 hours in total Direct teaching = 22 hours, continuous home study = 11 hours, designing and preparing a lesson plan = 8 hours, microteaching preparation = 4 hours, writing a seminar paper = 4 hours, home study for the final theoretical test = 26 hours Teaching methods: Brief explanation of the material, brainstorming and problem solving tasks and assignments, dialogical methods (debate, discussion, colloquium), simulation, analysis of teaching materials and video recordings, presentation of students' own views based on introspective analysis of their own (pedagogical) experiences, guided self-study	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (40 points/percent): Designing a lesson plan (20 points) Analysis of selected teaching materials and video-recordings (10 points) Seminar paper (10 points) The essential condition for taking a final test is obtaining at least 60% of the continuous assessment (24 points). Final assessment (60 points/percent): Final test (60 points) Course evaluation: 100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX	



Grade A (excellent - outstanding results): The student can independently create his/her own English language lesson plan by applying innovative student-centred teaching methods for the specified ISCED and the relevant language level according to the CEFR, comprehensively knows all the principles of teaching language resources and skills with regard to the characteristics and peculiarities of the subjects of foreign language teaching, comprehensively knows the possibilities of application of different types of authentic materials and modern technologies in teaching.

Grade B (very good - above average standard): The student, with minimal help from the teacher, is able to create his/her own English lesson plan by applying innovative student-centred teaching methods for the specified ISCED and the relevant language level according to the CEFR, is familiar with several principles of teaching language resources and skills with regard to the characteristics and peculiarities of the subjects of foreign language teaching, is well aware of the possibilities of applying different types of authentic materials and modern technologies in teaching.

Grade C (good - normal reliable work): The student, with the help of the teacher, is able to create an English lesson plan by applying innovative student-centred teaching methods for the specified ISCED and the relevant language level according to the CEFR, knows the basic principles of teaching language resources and skills with regard to the characteristics and peculiarities of the subjects of foreign language teaching, knows the basic possibilities of application of some types of authentic materials and modern technologies in teaching.

Grade D (satisfactory - acceptable results): The student, only with the intensive help of the teacher, is able to create an English lesson plan for the specified ISCED and the corresponding language level according to the CEFR, partially knows the principles of teaching language resources and skills with regard to the basic characteristics of the subjects of foreign language teaching, partially knows the basic possibilities of application of some types of authentic materials and modern technologies in teaching.

Grade E (satisfactory - results meet the minimum criteria): The student only with the support and intensive help of the teacher can partially create an English lesson plan for the specified ISCED and the relevant language level according to the CEFR, partially knows only some of the principles of teaching language resources and skills, partially knows some of the basic characteristics of the subjects of foreign language teaching, partially knows the basic possibilities of application of some types of authentic materials and modern technologies in teaching.

Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Designing a lesson plan (20 points) Analysis of selected teaching materials and video-recordings (10 points) Seminar paper (10 points) The essential condition for taking a final test is obtaining at least 60% of the continuous assessment (24 points). Final assessment (60 points/percent): Final test (60 points)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

Students know the theoretical principles of designing and planning teaching in primary, lower and upper secondary education (ISCED 1 – ISCED3); they know the theoretical and practical aspects of English language didactics (teaching language skills and language means) reflecting the pedagogical-psychological and social-psychological and developmental-psychological specificities of the learner; know and are able to apply innovative and alternative English language teaching methods; know the principles, meaning and possibilities of the application of digital technologies in foreign language teaching and understand their importance for the effectiveness of EFL teaching and learning.

Skills:

Students are able to independently design and carry out EFL teaching taking into account a learner-centred approach at each level of education (ISCED 1 – ISCED3) and relevant language levels (A1 – B2 according to CEFR), flexibly and creatively adapting curriculum requirements to the specific conditions of learners, classrooms and types of school; students are able to analyse, evaluate and create teaching materials reflecting the respective language level, teaching objective, conditions and peculiarities of the specific educational context; students are oriented in the professional linguodidactic literature, they are able to follow, critically analyse and review the latest trends and creatively implement them in their pedagogical activities; students are familiar with the ways of using information and communication technologies in EFL teaching.

**Competences:**

Students have adequately developed analytical-critical and pedagogical-psychological-linguistic thinking, which allows them to use the acquired knowledge for didactic purposes as well as for their personal, professional and social development; students have developed personal and affective prerequisites for a humanistic approach to learners and the teaching process (self-confidence, assertiveness, empathy, flexibility, tolerance, the ability to diagnose and respect individual personalities of learners, etc.); students are able to make independent decisions and responsibly solve problems related to the implementation of foreign language education at the appropriate level of education (ISCED1 – ISCED3) and the appropriate language level of learners (A1– B2 according to CEFR) reflecting social and ethical responsibility in decision-making and acting in accordance with professional ethics; students are able to communicate effectively, argue, cooperate and solve the assigned problem-solving tasks in a team; students are able to communicate about the possibilities of improving the effectiveness of foreign language education in Slovakia.

**Class syllabus:**

**Course contents:**

Teaching language means (grammar, vocabulary, pronunciation); teaching receptive and productive language skills (listening, reading, speaking, writing); models for integrating language skills; developing interaction, communication and teacher questioning in foreign language education; testing and assessment in foreign language education; developing intercultural awareness; use of authentic materials and ICT in English language teaching

Through the above course content and the use of the above methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching English Language and Literature in Combination.

**Recommended literature:**

**Compulsory readings:**

REPKA, R. and ŠIPOŠOVÁ, M. (2016). Communicative Approach and the Teaching of English Language Means to Slovak Learners. Bratislava: Z-F Lingua.

REPKA, R. and ŠIPOŠOVÁ, M. (2017). The Teaching of Communicative Skills to Slovak English Learners. Bratislava: Z-F Lingua.

UR, P. (2012). A Course in English Language Teaching. Cambridge University Press.

**Recommended readings:**

BROWN, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition. White Plains, NY: Pearson Education.

BROWN, H. D. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.

HARMER, J. (2007). The Practice of English Language Teaching. 4th edition. Harlow: Pearson Education Ltd.

SCRIVENER, J. (2005). Learning Teaching. Oxford: Macmillan.

<b>Languages necessary to complete the course:</b> English, Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 284						
A	ABS	B	C	D	E	FX
10,56	0,0	18,66	17,25	18,31	28,17	7,04
<b>Lecturers:</b> doc. PaedDr. Martina Šipošová, PhD.						
<b>Last change:</b> 14.10.2023						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde001/22	<b>Course title:</b> English Lexicology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 1L+1S Teaching mode: in-person, combined Number of hours per week: 2 Number of hours per semester: 22 Student workload: 75 hours in total Direct teaching = 22 h, continuous out-of-class preparation (revising + homework) = 11 h, mid-term practical test = 17 h, final practical test = 12 h, final theoretical test = 13 h Teaching methods: Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena, pair-work, didactic games, discussion of the topics covered in the class, lexical analysis of short authentic texts, concise comparison of the lexical features of English and Slovak, building strategies aimed at the broadening of the English vocabulary.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (40%) Mid-term practical test (40%) Final assessment (60%) Final practical test (30%) Final theoretical test (30%) Grading: 100 – 95% A, 94 – 90% B, 89 – 85% C, 84 – 80% D, 79 – 75% E, 74 – 0% FX Grade A: The student can practically distinguish the different types of formal paradigmatic relations of lexical units, can identify all semantic relations among lexemes, knows the types of English multi-word expressions and can use them appropriately in communication, knows the stylistic and	

social properties of lexemes and can use them practically, knows the main geographical varieties of English and their basic lexical differences, has a rich theoretical lexical knowledge.

Grade B: The student can practically distinguish the different types of formal paradigmatic relations of lexical units, can identify semantic relations among lexemes, knows the types of English multi-word expressions and can use them appropriately in communication, knows the important stylistic and social properties of lexemes and can use them practically, knows the main geographical varieties of English and their basic lexical differences, has solid theoretical lexical knowledge.

Grade C: The student can practically distinguish most types of formal paradigmatic relations of lexical units, can identify semantic relations between lexemes, knows the main types of English multi-word expressions and can use them in communication, knows the basic stylistic and social properties of lexemes and can use them practically, knows the main geographical varieties of English and some of their lexical differences, has adequate theoretical lexical knowledge.

Grade D: The student can practically distinguish the main types of formal paradigmatic relations of lexical units, can identify the basic semantic relations between lexemes, knows the main types of English multi-word expressions and can generally use them in communication, knows the basic stylistic and social properties of lexemes and can use them, knows some geographical varieties of English and their basic lexical differences, has adequate theoretical lexical knowledge.

Grade E: The student can practically distinguish the most basic types of formal paradigmatic relations of lexical units, can identify some semantic relations among lexemes, knows some types of English multi-word expressions and can use them in communication, knows the basic stylistic and social properties of lexemes and can mostly use them, knows British and American English and their basic lexical differences, has sufficient theoretical lexical knowledge.

#### Terms of evaluation

The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). The student is not entitled to a re-sit of the mid-term test. Taking part in the midterm assessment (with any result) is the requirement for being allowed to take the final exam.

Scale of assessment (preliminary/final): Continuous assessment (40%) Mid-term practical test (40%) Final assessment (60%) Final practical test (30%) Final theoretical test (30%)

#### **Learning outcomes:**

Objectives and learning outcomes:

Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

The student will deepen and broaden the basic lexical terminology acquired in the Bachelor's studies, expand his/her knowledge of the vocabulary of modern English, learn the structural-functional characteristics of the English vocabulary, acquire the theoretical principles of the formation of paradigmatic relations in the lexicon, become familiar with the classification and properties of English collocations and idioms, master the contextual, temporal and geographic properties of English words.

Skills:

The student can practically distinguish the different types of formal paradigmatic relations of lexical units, correctly identifies semantic relations among lexemes, knows and uses different types of English multi-word expressions, can correctly use stylistically and socially marked lexis, can practically use the acquired theoretical knowledge in the analysis of a coherent authentic text, learns to use dictionaries to acquire English vocabulary, is able to work with and critically analyse academic literature, has acquired strategies for vocabulary acquisition, can use the acquired knowledge in an appropriate and adequate way for his/her further professional development.

Competences:

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

### **Class syllabus:**

Course contents:

Main themes of the course:

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

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

### **Recommended literature:**

Compulsory reading:

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

Recommended reading:

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

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

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

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

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

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

English, Slovak

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 271

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

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

<b>Last change:</b> 14.10.2023
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde001/22	<b>Course title:</b> English Lexicology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 1L+1S Teaching mode: in-person, combined Number of hours per week: 2 Number of hours per semester: 22 Student workload: 75 hours in total Direct teaching = 22 h, continuous out-of-class preparation (revising + homework) = 11 h, mid-term practical test = 17 h, final practical test = 12 h, final theoretical test = 13 h Teaching methods: Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena, pair-work, didactic games, discussion of the topics covered in the class, lexical analysis of short authentic texts, concise comparison of the lexical features of English and Slovak, building strategies aimed at the broadening of the English vocabulary.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (40%) Mid-term practical test (40%) Final assessment (60%) Final practical test (30%) Final theoretical test (30%) Grading: 100 – 95% A, 94 – 90% B, 89 – 85% C, 84 – 80% D, 79 – 75% E, 74 – 0% FX Grade A: The student can practically distinguish the different types of formal paradigmatic relations of lexical units, can identify all semantic relations among lexemes, knows the types of English multi-word expressions and can use them appropriately in communication, knows the stylistic and	



social properties of lexemes and can use them practically, knows the main geographical varieties of English and their basic lexical differences, has a rich theoretical lexical knowledge.

Grade B: The student can practically distinguish the different types of formal paradigmatic relations of lexical units, can identify semantic relations among lexemes, knows the types of English multi-word expressions and can use them appropriately in communication, knows the important stylistic and social properties of lexemes and can use them practically, knows the main geographical varieties of English and their basic lexical differences, has solid theoretical lexical knowledge.

Grade C: The student can practically distinguish most types of formal paradigmatic relations of lexical units, can identify semantic relations between lexemes, knows the main types of English multi-word expressions and can use them in communication, knows the basic stylistic and social properties of lexemes and can use them practically, knows the main geographical varieties of English and some of their lexical differences, has adequate theoretical lexical knowledge.

Grade D: The student can practically distinguish the main types of formal paradigmatic relations of lexical units, can identify the basic semantic relations between lexemes, knows the main types of English multi-word expressions and can generally use them in communication, knows the basic stylistic and social properties of lexemes and can use them, knows some geographical varieties of English and their basic lexical differences, has adequate theoretical lexical knowledge.

Grade E: The student can practically distinguish the most basic types of formal paradigmatic relations of lexical units, can identify some semantic relations among lexemes, knows some types of English multi-word expressions and can use them in communication, knows the basic stylistic and social properties of lexemes and can mostly use them, knows British and American English and their basic lexical differences, has sufficient theoretical lexical knowledge.

#### Terms of evaluation

The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). The student is not entitled to a re-sit of the mid-term test. Taking part in the midterm assessment (with any result) is the requirement for being allowed to take the final exam.

Scale of assessment (preliminary/final): Continuous assessment (40%) Mid-term practical test (40%) Final assessment (60%) Final practical test (30%) Final theoretical test (30%)

#### **Learning outcomes:**

Objectives and learning outcomes:

Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

The student will deepen and broaden the basic lexical terminology acquired in the Bachelor's studies, expand his/her knowledge of the vocabulary of modern English, learn the structural-functional characteristics of the English vocabulary, acquire the theoretical principles of the formation of paradigmatic relations in the lexicon, become familiar with the classification and properties of English collocations and idioms, master the contextual, temporal and geographic properties of English words.

Skills:

The student can practically distinguish the different types of formal paradigmatic relations of lexical units, correctly identifies semantic relations among lexemes, knows and uses different types of English multi-word expressions, can correctly use stylistically and socially marked lexis, can practically use the acquired theoretical knowledge in the analysis of a coherent authentic text, learns to use dictionaries to acquire English vocabulary, is able to work with and critically analyse academic literature, has acquired strategies for vocabulary acquisition, can use the acquired knowledge in an appropriate and adequate way for his/her further professional development.

Competences:

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

### **Class syllabus:**

Course contents:

Main themes of the course:

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

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

### **Recommended literature:**

Compulsory reading:

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

Recommended reading:

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

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

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

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

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

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

English, Slovak

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 271

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

### **Lecturers:**

<b>Last change:</b> 14.10.2023
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGšt009/16	<b>Course title:</b> English language and literature
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>Course completion requirements: The English Language and Literature State Examination, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020, the Study regulations of the Faculty of Education of Comenius university and by the Internal Regulation No.5/2021 of the Study Regulations of Comenius University.</p> <p>A student may take the state examination (a) after obtaining at least such number of credits for the completed courses which, after adding the credits for the successful completion of state exam, would meet the minimum credit requirements (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, except for the state examination, and (c) without disciplinary proceedings being conducted against him/her.</p> <p>The student receives 3 credits for successful completion of the state examination in English language and literature.</p> <p><b>Assessment</b></p> <p>According to the Internal Quality Assurance System for Higher Education of Comenius University in Bratislava, the student shall be evaluated in particular on the demonstration of the ability to integrate the knowledge, and level of skills and competences specified in the graduate's profile. The overall grade for the oral examination is a combination of the partial oral exam evaluations in given subjects. It reflects the overall level of the student's insight in the field, the ability to synthesize and correlate knowledge, critically analyse information, apply theoretical knowledge, reveal the causes of problems, and propose solutions. Students are assessed based on the level of their knowledge, skills and competencies relevant for the exam questions in which they are tested.</p> <p>The assessment is awarded on a scale:</p> <p>A (excellent - outstanding), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (satisfactory - results meet the minimum criteria), Fx (inadequate).</p> <p>A student is graded FX if he/she has only met the assessment requirements at a level less than 60% of the overall highest possible score for the state examination.</p>	
<p><b>Learning outcomes:</b></p> <p>Learning outcomes / Objectives and learning outcomes: The learning outcomes are in accordance with the Long-Term Plan of Comenius University/Faculty of Education, the mission and strategic objectives of Comenius University/Faculty of Education, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in</p>	

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

**Class syllabus:**

Course outcomes of subject (content):

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

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

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

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

Lexical analysis of the text:

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

Morphological analysis of the text:

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

Syntactic analysis of the text:

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

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

<p>authors. At the same time, they will present strategies for using the literary text in the pedagogical process.</p> <p>The theses synthesize the knowledge acquired in the various literature-oriented courses.</p>
<p><b>State exam syllabus:</b></p>
<p><b>Recommended literature:</b></p> <p>The recommended study literature is listed in the information sheets of the respective courses.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>English, Slovak</p>
<p><b>Last change:</b> 09.11.2022</p>
<p><b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde014/22	<b>Course title:</b> Everyday life in modern Europe
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 2PS (2 credits): 11 x 2 hours of direct instruction = 22 hours; 20 hours preparation for continuous assessment; 18 hours preparation for the presentation of the seminar paper. 60 hours of student work in total. Educational methods: analysis of texts and explanations; discussion/colloquium on the topic; problem-solving exercises; discussion of the topic; e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the interim evaluation. The student prepares a seminar paper according to the assignment. The student submits the seminar paper at the end of the semester. The student presents the results of the seminar work during the semester. The rating is awarded on a scale: A (excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (insufficient - extra work is required, the student cannot navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	
<b>Learning outcomes:</b>	

The student gains in-depth knowledge and understanding of the topic of everyday life. The student acquires knowledge and knowledge of the social, economic, religious, and cultural history of European and Slovak/Hungarian modern history. Understand the importance of the history of everyday life and social and cultural history for the work of the historian. Acquire information about the life of ordinary people in the past and compare it with the present, which contributes significantly to developing their critical thinking. By working in the classroom, the student can navigate more complex problems in historical interpretations. The student develops the communicative skills necessary to present the results of their work. The student develops creativity and critical thinking skills in developing the seminar paper and presentations. By analysing contemporary sources, the student learns to think in the historical context of the time and can apply the results of his/her work in historical practice.

**Class syllabus:**

In each lesson, students will learn about the everyday life of people in the modern period by analysing selected texts and the teacher's interpretation. Through a cross-cutting approach, they will become familiar with topics chosen from the history of everyday life, get to know the society of the time, and become aware of the differences in daily life between members of the privileged and non-privileged classes.

Life at the Habsburg court - everyday life at the court of the monarchs. Maria Theresa and Franz Joseph - dynastic politics, religion, the way of life in court

City life (European capitals - London, Paris, Berlin, Rome) before and after the Industrial Revolution.

Life in the countryside before and after the Industrial Revolution

Life at the Hungarian noble court

Life in the Slovak countryside in the modern period

Dress and fashion

Housing and architecture

Entertainment and culture

Art of Baroque, Classicism, Empire, Art Nouveau

**Recommended literature:**

Compulsory readings:

PODOLAN, Peter – VIRŠINSKÁ, Miriam: Slovenské dejiny IV. Bratislava : LIC, 2015.

Edované pramene (korešpondencia), dobové noviny a časopisy.

BOKES, F. (zost.): Dokumenty k slovenskému národnému hnutiu v rokoch 1848–1918. I. – III. Bratislava, 1962.

Edícia Pramene k dejinám Slovenska a Slovákov.

BLUCHE, F.: Za časů Ludvíka XIV. Král slunce a jeho století. Praha, 2006.

LEVI, A.: Ludvík XIV. Veřejný i soukromý život krále Slunce. Praha, 2007.

FURET, F.: (ed.), Člověk romantismu a jeho svět. Praha, 2010.

MUNCK, T.: Evropa sedmnáctého století. Praha, 2002.

BLACK, J.: Evropa osmnáctého století. Praha, 2005.

RAPPORT, M.: Evropa devatenáctého století. Praha 2011.

Miterrand, F.: Zvrhnutí orlí. Pád Romanovovcov, Habsburgovcov a Hohenzollernovcov. Bratislava, 2013.

VOCELKA, Karl – HELLER, Lynne. Život Habsburků. Praha: Plejáda, 2012.

VOCELKA, Karl – HELLER, Lynne. Soukromý život Habsburků. Praha : Plejáda, 2011.

RADY, Martin: Habsburgovci: Bratislava : Slovart, 2021.

NÁDASKÁ, Katarína: Čím žila slovenská rodina. Bratislava: Fortuna Libri, 2014.



HUPKO, Daniel – JANÁČKOVÁ, Ivana – TIHÁNYI, Jozef: Koniec starých čias. Poslední Pálfiovci na hrade Červený Kameň 1848 – 1948. SNM-Hrad Červený kameň, 2012.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 164

A	ABS	B	C	D	E	FX
66,46	0,0	21,34	7,32	0,0	1,22	3,66

**Lecturers:** Mgr. Miriam Viršínská, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde012/22	<b>Course title:</b> Everyday life of medieval Slovakia
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture and seminar/week, a total of 22 hours per semester, combined form; (primarily full-time) Student workload: 2LS (2 credits): 11x 2 hours of direct teaching # 22 hours; 20 hours preparation for mid-term evaluation; 18 hours preparation for seminar paper presentation. Total 60 hours of student work. Learning methods: lecture, discussion of the topic covered; situation analysis method; problem-solving tasks; e-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of continuous assessment of knowledge. The seminar work will be presented during the lecture at the colloquium as a paper and then handed in in writing. 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, you must obtain a minimum of 60% of the marks. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the issues, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	

**Learning outcomes:**

The course aims to introduce the basic characteristics of the history of everyday life in medieval Slovakia. Students will learn and be able to orient themselves in the specific issues of research methodology in everyday life. Based on the acquired knowledge, they will be able to deal professionally with historical events of different natures and deepen their understanding through their analysis. They will be able to evaluate the facts contained therein, interpret them in a broader context, and assess their historical and cultural significance for the present. After completing the course, they will broaden their knowledge of medieval Slovakia's economic, social and cultural history (Hungary). Particular emphasis is placed on critical thinking about the Middle Ages, using specialist terminology and argumentation. Adequate attention will be given to discussing the problems of everyday life in the past.

**Class syllabus:**

- How to teach about everyday life in the Middle Ages in today's Slovakia.
- The help of auxiliary historical sciences in the research of everyday life.
- The living space of medieval man. Analysis of sources.
- The development of settlement in medieval Slovakia.
- Life in a medieval castle. The castle and the castle estate.
- Life in a medieval village. Church and cemetery. Customary, German and Wallachian law.
- Life of a burgher. Town law, town privileges. Craftsmanship.
- Development of church administration in medieval Slovakia.
- Life in a medieval monastery. Monastic, canonical, knightly and mendicant orders.
- Nationalities in the life of medieval Slovakia (Germans, Cumans, Jews, Gypsies, etc.).
- Medieval architecture and art in Slovakia.
- Education, scholarship and written culture in medieval Slovakia.
- Colloquium of seminar papers 1.
- Colloquium of seminar papers 2.

**Recommended literature:**

Relevant literature:

SOKOLOVSKÝ, L.: Správa stredovekej dediny na Slovensku. Bratislava : AEPress, 2002.

MANNOVÁ, E. a kol.: Krátke dejiny Slovenska. Bratislava : AEPress, 2003.

ŠTEFÁNIK, M. – LUKAČKA, J.: Lexikón stredovekých miest na Slovensku. Bratislava : Historický ústav SAV, 2010.

Recommended literature:

NEMEŠ, J.: Nitriansky kódex a jeho posolstvo. Ružomberok : KU, 2006.

NEMEŠ, J.: Testament ako prameň materiálnej kultúry stredoveku. In: Studia Archaeologica Slovaca Mediaevalia II. Bratislava : Academic Electronic Press, 2000, pp. 114 – 127.

NEMEŠ, J.: Kresťanskí pustovníci v stredoveku. In: Historická revue : vedecko-populárny časopis o dejinách, 2010, vol. 21, n. 3, pp. 20 – 27.

NEMEŠ, J.: Drevené sudy a ich využitie pri skladovaní nápojov a potravín v stredovekom Uhorsku. In: Archaeologia historica, 2018, vol. 43, n. 1, pp. 247 – 263.

KUČERA, M.: Slovenské dejiny I. Bratislava : LIC, 2011.

Domestic and foreign historical journals.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 58						
A	ABS	B	C	D	E	FX
62,07	0,0	18,97	6,9	5,17	5,17	1,72
<b>Lecturers:</b> doc. Mgr. Jaroslav Nemeš, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde024/22	<b>Course title:</b> Excursion II.
<b>Educational activities:</b> <b>Type of activities:</b> excursion <b>Number of hours:</b> <b>per week: per level/semester:</b> 40s <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 40S 2credits/40S Moderated discussion on choosing an excursion, organisational work to ensure the practical and professional components of the excursion - teamwork in small groups, ongoing individual and team solutions to partial professional outputs during the excursion ("reports"), and final comprehensive evaluation of all aspects of the excursion.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the interim assessment. Partial outputs are evaluated, both the preparatory work of the excursion and the professional outputs – student individual presentations of reliable cultural, historical and environmental monuments developed continuously and presented during the excursion. After returning, discussion to evaluate the excursion. At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. To successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91%, excellent - excellent results, the student is fully involved in the preparation of the excursion, his professional output is generally usable, and the contribution is demonstrable), B (90-81%, very good - above average standard, the student actively participates in the preparation of the excursion and the solution of all practical and model situations, demonstrates that he orients himself in the issues of his partial report), C (80-73%, good – usual reliable work, the student moves safely in the field of organisational questions of the excursion and reproduction of the information obtained), D (72-66%, satisfactory - acceptable results, the student is less familiar with the topic of the planned excursion, does not demonstrate the ability to apply the acquired knowledge), E (65-60%, sufficient - the results meet the minimum criteria, the student is minimally involved in the preparation of the field trip, only with great difficulty during the final evaluation and presents the possible conclusions of the field trip for practice	

Fx (59-0%, insufficient – additional work is required, the student does not know how to navigate the issues of the visited places of the excursion even during the excursion, his cooperation with the team during the preparation of the excursion was non-existent)						
<b>Learning outcomes:</b> By completing the preparatory work of the excursion and throughout its entire course, the student should acquire the first concrete organisational skills with the solution of thematic (professional) and practical issues of securing events of the relevant type for their future students, learn to concretely evaluate their possible contribution and ways of effective and functional solutions to potential problems.						
<b>Class syllabus:</b> Thematic professional historical excursion realised in various border historical regions of Central and South-Eastern Europe, especially with an ethnically mixed population, i.e. in areas where the area's past is perceived controversially. During the preparation, the student is made aware of these factors. During the excursion and in the individual reports, he has to deal with their role, power and influence on the present day of the visited region. In practice, he thus solves questions that he will regularly encounter in his role as a teacher.						
<b>Recommended literature:</b> Relevant literature is recommended every year at the beginning of the semester according to the specific thematic focus of the field trip.						
<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 102						
A	ABS	B	C	D	E	FX
97,06	0,0	1,96	0,98	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Pavol Makyna, PhD., prof. Mgr. Pavol Matula, PhD., Mgr. Miriam Viršínská, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde026/22	<b>Course title:</b> Historical Audiovisual Sources in the Work of the Teacher
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 11x 2 hours of direct teaching = 22 hours; 38 hours preparation of the seminar paper; 10 hours preparation for the seminar paper presentation. Total 60 hours of student work. Educational methods: discussion on the subject topic; working in small groups, problem-solving tasks, e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. Seminar paper on a selected topic - processed according to the assignment, which is handed in before the beginning of the examination period. 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. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	

**Learning outcomes:**

By completing the course, the student will gain a basic knowledge of auditory, visual and audiovisual historical sources and the various methodologies used in teaching recent history. The student will be able to appropriately select and use specific contemporary audio, photographic or film footage as part of future teaching in primary and secondary schools.

**Class syllabus:**

The course introduces the student to different historical audiovisual sources and teaches them how to optimally select and appropriately incorporate a particular one into the teaching process. The course will concentrate on the following focal topics:

- The history of the emergence and development of audiovisual sources
- The specificities of audiovisual sources
- Historical audiovisual sources in the teaching of history
- Photography and its interpretation
- Contemporary sound recordings and how to work with them
- Contemporary film footage versus documentary film
- The distorted past, editing and manipulation of audiovisual sources
- Choosing an audiovisual source for teaching purposes
- Working with time

**Recommended literature:**

BAČOVÁ D. – ONUŠKOVÁ, M.: Edukačné médiá a ich využívanie v spoločenskovedných predmetoch v základnej a strednej škole. Bratislava : Metodicko-pedagogické centrum, 2015.  
 KATRINÁK L.: Fotografia ako kultúrno-historický prameň (súčasný teoretický prístup). In: Kultúrne dejiny, roč. 9, Supplement, 2018, s. 136-148.  
 KRATOCHVÍL, V.: Fotografia ako historický obrazový prameň, História. Revue o dejinách spoločnosti, 2003, č. 1, s. 44-45.  
 KRATOCHVÍL, V.: Dokumentárny film ako školský historický prameň. Metodické podnety. Prešov : Vydavateľstvo Michala Vaška, 2008.  
 KRATOCHVÍL, V.: Historický prameň a jeho funkcie vo výučbe dejepisu, Historická revue : časopis o dejinách spoločnosti, 1999 10, č. 1, s. 29-30.

**Languages necessary to complete the course:**

Slovak language

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

Total number of evaluated students: 34

A	ABS	B	C	D	E	FX
58,82	0,0	32,35	5,88	2,94	0,0	0,0

**Lecturers:** prof. Mgr. Pavol Matula, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde010/22	<b>Course title:</b> Historiography for Teachers
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of seminar/week, /22 hours per semester, attendance method 2S (2 credits): 11x 2 hours of direct teaching = 22 hours; 38 hours of preparation for continuous assessments and seminar work. A total of 60 hours of student work. Inputs of the lecturer to the relevant group topic and subsequent moderated oral discussions on the issues of the chapters; ongoing individual student presentations of selected seminar topics combined with discussion by other students of the group.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: 100% of the interim assessment. The final written forms of the three ongoing seminar students' outputs can be submitted during the exam period. At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. To successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91%, excellent - excellent, outstanding results, the student fully orients himself in both contexts of the issues of the seminar, he can assess the continuously emerging concepts of the academic interpretation of History and in the educational process of (school)History; own discussions and his written outputs presents according to the results of documented scientific knowledge, while in discussions as well as in individual written outputs he synthesises his knowledge in an argumentative and self-confident way), B (90-81%, very good - above average standard, the student demonstrates that he is fully oriented in both contexts of the issues of the seminar, his argumentation of the results of Historiography and the results of School History is, however, sometimes not fully precise in individual written outputs), C (80-73%, good – usual reliable work, the student moves safely in the field of reproducing the information obtained about the development of concepts of historical interpretation of the past, but only with difficulty applies and synthesises the acquired knowledge when solving model situations),	

D (72-66%, satisfactory - acceptable results, the student is oriented only in the fundamental causal issues of both contexts but does not demonstrate the ability to independently apply the acquired knowledge to the practical conditions of his future specialisation),

E (65-60%, sufficient - the results meet the minimum criteria, the student navigated the professional issues of both contexts of the seminar only with great difficulty and clumsily, and even in the written outputs, he could not formulate his synthesising view of how methods of learning about history were created in the past and in the present time (current History)

Fx (59-0%, insufficient – additional work is required, the student does not know how to navigate the issue, did not manage to apply the most basic information of the seminar)

### **Learning outcomes:**

The graduate of the course will primarily acquire the essential abilities and practical skills of distinguishing between professional historical literature and its ideological imitations; the experience of comparing different work methods of historians of the past will also help him to understand more deeply the specific historical processes of the past, as well as the relationship between the past and the present. In parallel, he followed the ties and links past-present on the specific development of History as an educational discipline.

The results targeted in this way will help the graduate of the course in the performance of his future teaching function - primarily in building his self-confident background for understanding the causes of the constantly existing diverse evaluation of specific historical events. At the same time, his deepened communication skills trained on difficult issues create the basis for precisely formulated answers to the same questions arising from the student environment of his future profession. By mastering the historical development of the methodology of interpreting history in the educational process, the graduate completes one of the key goals of the content of his specialisation.

### **Class syllabus:**

- "Historiography" as the science of the development of historical works methods and the science of the philosophy of history and "history as "school history"- an educational discipline. Fundamental problems of historical periodisation.
- The first successful systematic attempts to determine the philosophy of historical development and the methods of the historian's work - Jewish, ancient Greek and Roman historiography. Historical education of pupils in antiquity.
- Historiography at the turn of antiquity and the Middle Ages. A new philosophy of history (Christianity) at a time of parallel knowledge of classical methods of historical work - historical achievements of the period.
- Medieval historian – his world and his way of working. Similarities and differences between the historiography of the European West and East. Medieval "school history" and history.
- New views on the nature of historical development and the historian's work methods during the times of Humanism and the Renaissance.
- Historiography as a means of promoting Enlightenment ideas. Enlightenment ahistoricism and Enlightenment history textbooks.
- The birth of modern scientific disciplines and the place of modern historical research in their context; Liberal and conservative historiography of the 19th century, the birth of systematic teaching of history (university) and history (primary and secondary) education.
- The development of new methods and topics of historical research in the 20th century. The specific status of the Annales school
- Historiography and History at the turn of the century - growth or decline in importance?
- Basic problems of the development of Slovak Historiography and Slovak school history

### **Recommended literature:**

Compulsory:

KUTNAR, F. – MAREK, J.: Přehledné dějiny českého a slovenského dějepisectví. Praha: NLN, 1997

TONKOVÁ, M.: Prítomnosť minulosti - cesty modernej historiografie a cesty výučby moderného dejepisu. In: HOP/Historie-Otázky-Problémy. - Roč. 2, č. 2 (2010)

TONKOVÁ, M.: Dejepis a učitelia histórie v začiatkoch moderného slovenského vzdelávacieho systému . In : Verbum historiae 2/2018

Recommended readings:

TONKOVÁ, M.: Civics and Civic Education in the Slovak Republic, its Traditions and Current Situation and Model in Relation to History Teaching. In: Prace Historyczne : Zeszyty Naukowe Uniwersytetu Jagiellońskiego. - Č. 142 (2015)

TONKOVÁ, M.: Slovenská historiografia o úlohe osobnosti a osobnostiach v dejinách. In: Verbum historiae I. Bratislava, 2008

AVENARIUS, A.: Základné problémy slovenských dejín a historiografie. In: Krátke dejiny Slovenska. Bratislava : AEP, 2006.

BRAUDEL, F.: Dynamika kapitalismu. Praha : Argo, 1999.

HUDEK, A.: Najpolitickéjšia veda. Slovenská historiografia v r. 1948-1968. Bratislava : HÚ SAV, 2012.

IGGERS, G. G.: Dějepisectví ve 20. století. Praha : NLN, 2002.

LE GOFF, J.: Středověká imaginace. Praha : Argo, 1998. (chapters: Foreword, The Long Middle Ages, Do political histories still form the axis of history?)

LE GOFF, J.: Život v znamení histórie. Bratislava : Kalligram, 2003.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 154

A	ABS	B	C	D	E	FX
45,45	0,0	26,62	22,08	3,9	1,3	0,65

**Lecturers:** doc. Mgr. Jaroslav Nemeš, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISšt006/16	<b>Course title:</b> History
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The state examination (including the defence of the final thesis) is by the internal regulation No.1/2020 Study Regulations of the Faculty of Education of Comenius University and the internal regulation No.5/2021 Study Regulations of Comenius University.</p> <p>A student may take the state examination (a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of the last state examination, and (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination, and (c) without disciplinary proceedings being conducted against him/her.</p> <p>At the master's degree level of study, 94 credits in the prescribed composition must be obtained for the study part of the programme. A further 14 credits shall be obtained for the successful defence of the thesis and 12 credits for the subjects of the state examination.</p> <p>According to VP 23/2021 Internal Quality Assurance System of the University of Education in Bratislava, part six, Art. 56, para. 2, the student must demonstrate knowledge and understanding of them, their application, and the ability to creatively solve problems related to the given field of study in broader contexts in new/unknown/simulated environments. They must also demonstrate well-developed learning skills with a high degree of independence and autonomy.</p> <p>Thus, a successful graduate of the Oral State Examination in History demonstrates competency-primarily by:</p> <ul style="list-style-type: none"> <li>- as a level of mastery of the necessary knowledge, competence in the understanding of the various historical disciplines, trends and trends with a key emphasis on the teaching orientation of the required knowledge of history for the practice of the indicated profession;</li> <li>- as a level of analysing, completing, generalising and verbal interpretation of the acquired knowledge;</li> <li>- as a level of competence to master the methodology of interpreting scientific history in the educational process;</li> <li>- as a level of understanding of the meaning of all continuously emerging concepts of interpretations of historical processes, basing their assessment on the results of documented scientific cognition.</li> </ul> <p>The assessment is awarded on a scale of:</p> <p>A (excellent - outstanding results); the graduate of the oral state examination has demonstrated that he/she has thoroughly and comprehensively mastered the content of his/her specialisation in the theoretical field of historical sciences and the methodology of acquiring historical knowledge and is entirely oriented in its issues so that he/she consistently and at a high level of communication skills analyses, summarises and evaluates the nature of the presented historical processes and the methodology of acquiring knowledge about the past, while at the same time he/she is also aware of the basic principles and ways of transferring them to the (teacher's) practice of history teaching;</p> <p>B (very good - above average standard); the graduate of the oral state examination in history has demonstrated that he/she has mastered the complex content of his/her specialisation in the</p>	

theoretical field of historical sciences in the analysis and summarisation of the presented historical processes, safely and at an excellent communication level he/she is oriented in the specific narrower and broader contexts of the professional context of the presented methods, however, his/her application of the methodology of obtaining knowledge about the past in historical science, or their transposition into the problems of history is limited;

C (good - normal reliable work); the graduate of the oral state examination has demonstrated that he/she has mastered both the analytical and synthesising approach to the evaluation of the presented historical knowledge; he/she has safely, although with partial gaps, mastered the content of his/her specialisation. However, his/her level of understanding of the theoretical-methodological procedures of knowledge acquisition in historical science and the principles of their transposition into history education does not fully reach the desirable level;

D (satisfactory - acceptable results); the student can orientate himself in the specialist issues of history only at a basic level, he knows rather partial factual data, he does not show sufficient ability to summarise them and present them in essential contexts, linking theoretical knowledge with its practical application in the historical context causes him significant problems;

E (sufficiently - the results meet the minimum criteria); the graduate of the oral state examination reproduces basic historical factual information only with great difficulty, knows only its most essential material, summarises the acquired knowledge poorly and is unable to apply it functionally in practice;

Fx (insufficiently - additional work is required); the student cannot orientate himself/herself in the issue and does not prove that he/she has mastered the basic knowledge of this part of his/her professional specialisation of history teaching.

### **Learning outcomes:**

Systematically built a knowledge of the content of all basic subjects of the state examination together with knowledge of the principles of the primary form of their internal content structures, communicated at a desirable level of the future employee in the teaching sphere on institutions, organisations dealing with adequate work (protection of historical, cultural and environmental heritage, museum institutions). Fully mastered methodology of professional interpretation of scientific history with increased emphasis on the specifics of this interpretation in the educational process. Complete understanding of the nature of the continuously emerging transformations in the concepts of interpretation of history (the organic development of science as a whole, the nature of science).

Knowledge of the key factography of the prehistoric and ancient history of the world and Slovak provenance, with emphasis on the historical development of European civilisation, is presented as an assessment of the present overlap of contemporary cultural phenomena through the lens of their relevance to the teacher's study of history.

Ability to analyse the essential characteristics of the medieval world and its specifics from the demise of the West Roman Empire to the discovery of America (476-1492), the basic categories of organisation and mindset of medieval society in light of the latest results of historical scholarship, basic generalisation and evaluation of the cultural significance of medieval European society for the present, with appropriate attention to the history of Islam and non-European civilisations.

A cross-cutting but contextually formed orientation in the period of general modern history (1492-1789), safely characterising issues of fundamental change in society and the paradigms of its newly forming principles of organisation and functioning in economic and cultural affairs. Including new phenomena (overseas discoveries, the price revolution, structural economic and social transformations, the religious situation, and the phenomenon of absolutism) overlays the future history teacher's thinking about the present.

Summarising the knowledge of the political, economic, and social developments of the European and non-European world between 1789 and 1914 as a secure orientation to the fundamental

issues of general modern history, analytical perspectives on key processes and phenomena of fundamental transformations of modernising societies from the French Revolution of 1789-1799 to the beginning of World War I. Particular emphasis on highlighting phenomena directly influencing the development of society up to the present day.

An introductory survey of the essential features, trends, and periodisation milestones of modern 20th-century history, reflected through the lens and goals of the future teaching profession of graduate students who will thus be able to interpret the reasons for the differing assessments of relevant historical processes, features, and trends in the various schools of history of the present day. The interconnections between the social, economic and political history of the 20th century, specifically in a European context, but also a reminder of the growing importance of the non-European space. The student learns about, actively analyses, interprets, identifies and compares the commonalities and differences of these developments in different parts of the world in the context of the increasing globalisation trends of the 20th century.

Knowledge of the essential characteristics of the medieval history of Slovakia from the arrival of the Slavs to the Battle of Mohács (1526), the primary characteristic categories and structures of medieval society living in Slovakia. Synthesising orientation in the political, economic, social, ecclesiastical, and cultural issues of medieval Slovak history and the ability to interpret and evaluate its links to the present safely.

Knowledge of the essential features of the political, economic and social development of Slovakia and its inhabitants in modern Hungary between 1526 and 1780, i.e. from the Battle of Mohács to the end of the reign of Maria Theresa, i.e. of the key transformations of society at an essential stage in the process of national consciousness of the Slovak ethnic group in the context of Hungarian history. Comprehensive knowledge of Slovak history of the long 19th century (1780-1918) as an orientation in its social, cultural, national and political problems in the context of and in comparison with the development of this period in other countries and with an emphasis on the analysis of the existing contradictory interpretations of the major historical problems of the epoch.

Comprehensively constructed knowledge of 20th century Slovak history (1918-1992) and secure student orientation to the social, cultural, national, and political problems of the period in connection and analogy to the present, with student ability to analyse even the more complex issues of modern and contemporary Slovak history, including an evaluation of their current interpretations.

**Class syllabus:**

History of Slovakia:

- Arrival of Slavs to our territory. The arrival of the Slavs to the Slavs. Incorporation of Slovakia into the Hungarian state, the development until 1301.
- Political and economic development in the 14th - 15th centuries, the emergence and importance of cities in Slovak history
- Culture, art, education and the role of the Church in medieval Slovakia, Academia Istropolitana.
- The reign of the Jagels, feudal anarchy at the turn of the 15th - 16th century. The Doge's Revolt, the Battle of Mohács.
- Reformation and Counter-Reformation, cultural development, universities in Slovakia in the 16th-17th centuries. Estates uprisings in the 17th century until the Peace of Satmar (1711).
- Development of the Habsburg monarchy in the 18th century. The reign of Charles III, Maria Theresa and Joseph II. Napoleonic Wars, Metternich's absolutism. The Bernolákov generation. The second generation of Slovak revivalists in the 1820s and 1830s. Social activity. The Štúr movement in the 1830s and 1840s. Revolution of 1848/49.
- Slovak politics from the 1860s to 1918. Memorandum, Matica slovenská, Hungarianization, Slovaks in the USA.
- Slovaks and the First World War, domestic and foreign resistance, and the establishment of the Czechoslovak Republic.

- Internal and foreign policy of the 1st Czechoslovak Republic (1918-1938). The democratic political system, political parties, borders, and international status of the 1st Czechoslovak Republic. Efforts for the autonomy of Slovakia. Culture, education and social issues.
- First Slovak Republic (1939-1945). The authoritarian political system, radicals and moderates, Salzburg negotiations, persecutions, discrimination against Jews and Roma, the international status of Slovakia, and participation in the war. Culture, education and social issues.
- Domestic and foreign resistance during the Second World War. London-Moscow. SNP. Significance of the Slovak and Czech-Slovak anti-fascist resistance in the European context.
- Slovakia on the road to Sovietization. The Košice government programme, the three Prague Agreements, and the 1946 elections. The communist regime in 1948-1968. The founding period, persecutions, political trials, socialism.
- Revival process and normalisation 1968 - 1989. Metamorphosis of society. Anti-Communist resistance and exile. The fall of communism and the first steps in democracy.
- Cultural, educational and social issues between 1945 and 1989.

#### General History:

- Prehistoric development of Central Europe. Chronology and distribution (Palaeolithic, Mesolithic, Neolithic, Eneolithic, Bronze Age, Hallstatt, Late Iron Age, Roman Age, migration of peoples).
- Ancient empires (Sumer, Assyria, Babylon, Hittites, Egypt).
- The Aegean Peninsula in antiquity. Minoan and Mycenaean culture. Ancient Greece. Alexander of Macedon and his time.
- The rise, rise and fall of the Roman Empire.
- Europe in the period of the migration of peoples (Germans, Huns, Slavs). The Byzantine Empire in the period 395-568. The Visigothic Empire in the Iberian Peninsula. The Ostrogothic Empire on the Apennine Peninsula. The Frankish Empire.
- The Byzantine Empire. The Orthodox Church. Kievan Rus. Bulgaria, Serbia in the Middle Ages. Historical development of Christianity since Gregory I. Great (590) to the Council of Trent (1545). The struggle for investiture. Crusades.
- The development of England, France and the Holy Roman Empire in the Middle Ages.
- The Reformation, its causes and its leaders. Martin Luther, John Calvin, Ulrich Zwingli. The Church of England. Religious wars.
- The great overseas discoveries, their causes and consequences. The price revolution.
- The Romanesque style. Gothic. Renaissance. Humanism. Baroque culture. Education, cities and commerce.
- The political and economic development of the leading European states (Great Britain, France, Spain, the German area, Russia, and the Habsburg Monarchy) between 1618 and 1914.
- Major European revolutions in 1789-1914 and their characteristics.
- The expansion of science and technology in the period 1618-1914. The most influential scientists and their discoveries.
- Causes, introductory course and consequences of the First World War.
- Europe and the world after the First World War. Common inter-war problems of the so-called successor states and ways of solving them.
- Main political trends and movements in 20th century Europe (communism, fascism).
- Soviet Russia 1917-1989 and its influence on world development.
- the USA as a new world power 1918-1989. Milestones of American development and their global impact.
- The main features of the interwar period are the world economic, political and social developments of the interwar period.
- Causes, course and consequences of the Second World War.
- The formation of the Soviet bloc. Primary stages and crises in its development 1944-1989.

- Decolonization and the main changes in Asia and Africa in the second half of the 20th century.
- The Cold War and its major political crises and military conflicts.
- The disintegration of the Soviet satellite system - external and internal causes.
- The European states of the West from the Second World War to the end of the bipolar world.
- Western and European integration in the context of 20th-century globalisation trends.
- The rise of science and technology in the 20th century. The most influential scientists and their discoveries. Fundamental aspects of the development of art and culture.
- Main trends in the world and modern Slovak history.

#### **State exam syllabus:**

##### **Recommended literature:**

- ČAPLOVIČ, D. – LUKAČKA, J. – ČIČAJ, V. – KOVÁČ, D. – LIPTÁK, Ľ.: Slovenské dejiny. Bratislava : AEP, 2000.
- HOBSBAWM, E.: Věk extrémů. Praha : Argo, 1997.
- HRADSKÁ, K. – KAMENEC, I. a kol.: Slovenská republika 1939 – 1945. Bratislava : VEDA, 2015.
- HROCH, M. a kol.: Encyklopedie dějin novověku 1492 – 1815. Praha : Libri, 2005.
- KAMENICKÝ, M. a kol.: Lexikón svetových dejín. Bratislava : SPN, 2003.
- KENNEDY, P.: Vzestup a pád velmocí. Ekonomické proměny a vojenské konflikty v letech 1500 – 2000. Praha : NLN, 1998.
- KOHÚTOVÁ, M.: Vybrané kapitoly z dejín novoveku. Trnava : FF TU, 2008.
- MATULA, P.: Dejiny Slovenska 1780 – 1847. Bratislava, 2013.
- MÚCSKA, Vincent a kol.: Dejiny európskeho stredoveku I. Raný stredovek (od 5. storočia do polovice 11. storočia). Prešov : Vydavateľstvo Michala Vaška, 2006.
- PEČENKA, M. – LUŇÁK, P. a kol.: Encyklopedie moderní historie. Praha : Libri, 1999.
- RAPPORT, M.: Evropa devatenáctého století. Praha : Vyšehrad, 2011.
- ŠKVARNA, D. a kol.: Lexikón slovenských dejín. Bratislava : SPN, 2006.
- ROBERTS, J. M.: Přehledné dějiny světa. Plzeň : Beta-Dobrovský, 2002.
- WOOLF, A.: Dejiny sveta od praveku po súčasnosť. Bratislava : Foni Book, 2019.
- KUČERA, M.: Slovenské dejiny I. Bratislava : LIC, 2011.
- BADA, M.: Slovenské dejiny II. Bratislava : LIC, 2017.
- PODOLAN, P. – VIRŠINSKÁ, M.: Slovenské dejiny III. Bratislava : LIC, 2014.
- LETZ, R.: Slovenské dejiny IV. Bratislava : LIC, 2010.
- LETZ, R.: Slovenské dejiny V. Bratislava : LIC, 2012.
- LETZ, R.: Slovenské dejiny VI. Bratislava : LIC, 2021.

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

Slovak and Czech languages

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde020/22	<b>Course title:</b> History in film
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 11 x 2 hours of direct teaching = 22 hours; 20 hours of preparation for the mid-term evaluation; 18 hours of preparation for the presentation of the seminar thesis; 60 hours of student work in total. Educational methods: discussion on the subject topic; working in small groups, problem-solving tasks, e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. Seminar paper on a selected topic - processed according to the assignment, which is handed in before the beginning of the examination period. 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. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	

**Learning outcomes:**

By completing the course, the student will gain a basic knowledge of history through film and the different perspectives in which key historical events and personalities are interpreted in film. The student will be able to critically analyse film as a historical source. The student will acquire the ability to appropriately select and use works of film to supplement future instruction in elementary and secondary schools.

**Class syllabus:**

This course introduces the student to a view of history through works of film. It will enable the student to view historical developments and ground-breaking events differently. The film can be used in the pedagogical activities of future teachers in primary and secondary schools. A series of film screenings will present a selection of foreign and domestic cinematography dealing with various historical themes. The course will concentrate on the following focal themes:

- Film as a phenomenon of modern times
- Film and the teaching of history
- Advantages and disadvantages of a feature film for teaching
- Choosing a film for teaching purposes
- Facts and fiction, how to work with them
- Feature film versus documentary
- Using the dramatic and emotional levels of fiction film
- The filmmakers' perspective
- Working with time

**Recommended literature:**

ČINÁTL, K. – PINKAS, J.: Dějiny ve filmu. Film ve výuce dějepisu. Praha : Ústav pro studium totalitních režimů, 2014.

HOMPSONOVÁ, K. – BORDWELL, D.: Dějiny filmu: přehled světové kinematografie. Praha : NLN, 2007.

KOPAL, P. – BLAŽEK, P.: Film a dějiny. Praha : Casablanca, 2004.

KOPAL, P. (ed.): Film a dějiny 2. Praha : Casablanca, 2009.

FEIGELSON, K. – KOPAL, P. (ed.): Film a dějiny 3. Praha : Casablanca, 2012.

**Languages necessary to complete the course:**

Slovak and Czech languages

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

Total number of evaluated students: 76

A	ABS	B	C	D	E	FX
40,79	0,0	42,11	14,47	1,32	0,0	1,32

**Lecturers:** prof. Mgr. Pavol Matula, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde019/22	<b>Course title:</b> History of the Military
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture and seminar /week, a total of 22 hours per semester, combined form; (primarily full-time) Student workload: 2PS (2 credits): 11 x 2 hours of direct instruction # 22 hours; 20 hours preparation for continuous 18 hours preparation for presentation of seminar work. Total 60 hours of student work. Learning methods: lecture, discussion of the topic covered; method of situation analysis; problem-solving; e-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. The student works on the term paper during the semester. The student submits the term paper at the end of the teaching part of the semester. To obtain the final grade of A, a minimum of 91 points is required, and a minimum of 81 points is required for a grade of B points, for a grade C at least 73 points, for a grade D at least 66 points and a grade E at least 60 points. To pass the course, it is necessary to obtain at least 60% of the marks. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student is oriented in the subject matter, he/she is proficient in it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the subject, mastery of the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student knows his/her way around the issue, learns, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is partial, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)	

**Learning outcomes:**

The course aims to introduce the fundamental aspects of the history of world warfare, the types of military weapons, equipment, tactics, strategy, logistics and training. Students will learn and be able to navigate the specific issues of military history from antiquity to World War I. They will be able to define the significance of the military based on the knowledge they have acquired in general history. They will be able to analyse contemporary sources from the history of the army. They can evaluate the facts contained therein and interpret them in the broader context of the history of society. Understand the significance of the military in the context of the history of violence and peace efforts.

**Class syllabus:**

- How to teach about wars in the subject of history.
- Warfare in the ancient oriental world (Sumer, Babylon, Egypt, Hittites, Mitanni, Persia, Israel...)
- Warfare in Ancient Greece. Sparta, Athens, Thebes, Macedonia.
- Warfare in ancient Rome. Roman legions, legion structure, fortification system, Limes Romanus.
- Militaries in the period of the Migration of Peoples. Byzantium, Arabs, Germans, Slavs, Avars, Bulgarians.
- Medieval military. Crusaders. Strategy and tactics. Medieval castles and defence of cities.
- Nomadic communities - Tartars and Turks and their military doctrine. Defence of Europe from the Ottoman danger.
- Military in the 16th and 17th centuries. Conquistadors, landsknechts, the 30th year war. Russia, Poland, and the Cossacks. Colonial conquests.
- The 18th century warfare. The emergence of standing armies, reforms, training, tactics and strategy. The importance of Turenne's reforms.
- The Napoleonic Wars and 19th century militaries. Modernisation of weaponry and tactics. Carl von Clausewitz and his military doctrine. Specifics of the armies of the USA, Great Britain, Habsburg Monarchy, France, Italy, Russia, and Ottoman Empire.
- World War I and its military specifics. Aviation, tanks and navy.

**Recommended literature:**

Compulsory readings:

SEGEŠ, V. – KLUBERT, T. – MEDVECKÝ, M.: Encyklopédia vojen. Od najstarších čias po súčasnosť. Bratislava : Ikar, 2020.

Kol. Vojenské dejiny od praveku do roku 1648. Stredná Európa. Praha : Ottovo nakladateľstvo, 2013.

Recommended readings:

CLAUSEWITZ C.: O válce. Praha : Bonus A., 1996.

Kol. autorov: Vojenské dejiny Slovenska. Bratislava : MO SR, 1995, 1996.

HROCHOVÁ, V. – HROCH, M.: Křižáci ve Svaté zemi. Praha : Mladá fronta, 1996.

JOINVILLE, J.: Paměti křižákovy. Praha : SNKLU, 1956.

KOSIARZ, E: Námořné bitky. Bratislava : Pravda, 1984.

KOVAŘÍK, J.: Napoleonova tažení. I. – III. Praha : Akcent, 2001 – 2004.

KOVAŘÍK, J.: Války bez konce. Třebíč : Akcent, 2014.

MATLOFF, M.: Dejiny americkej armády. Praha : Baronet, 1999.

PETERSON, S.: Římske légie. Praha : Fighters Publications, 2006.

WESTWELL, Ian: I. svetová vojna. Bratislava : Fortuna libri, 2009.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 44						
A	ABS	B	C	D	E	FX
56,82	0,0	18,18	2,27	6,82	13,64	2,27
<b>Lecturers:</b> prof. PhDr. Róbert Letz, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde014/22	<b>Course title:</b> Inclusive education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course ends with an assessment, weighting of the interim and final assessment 100/0 - participation in class or active involvement in discussions (30 points); - group presentation of a selection of topics (30 points) The individual groups will be divided according to the following topics: 1) Inclusive education and the Dalton Plan; 2) Inclusive education and Maria Montessori's Pedagogy; 3) Inclusive education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for Inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice. - group seminar paper on the topic of the presentation (40 points) The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to Inclusive education with a focus on the second level of primary and/or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to Inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole. The rating is awarded on a scale: A 100 - 91% (excellent - outstanding results), B 90 - 81% (very good - above average standard), C 80 - 73% (good - normal reliable operation), D 72 - 66% (satisfactory - acceptable results), E 65 - 60% (sufficient - results meet minimum criteria),	

Fx 59% or less (insufficient).

A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.

For a grade of A, the student needs to produce consistently excellent results, be capable of independent study, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of Inclusive education and can apply it in his/her pedagogical practice. At the same time, students are able to work in a team and collaborate on assignments.

A grade of B means that the student achieved above average results throughout the semester, was able to study independently, knows basic information about Inclusive education, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are also shortcomings in his critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.

A grade of C means that the student has performed standardly well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.

The grade D means that the student was less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, as well as in group work, cannot critically analyze information and has problems applying knowledge to practice.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge in the course.

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

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

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

### **Class syllabus:**

Brief outline of the course:

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

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

### **Recommended literature:**

Recommended reading:

BAGALOVÁ, Ľ., BIZÍKOVÁ, Ľ., FATULOVÁ, Z. (2015). Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: ŠPÚ, 154 s. ISBN: 978-80-8118-143-6

[https://www.statpedu.sk/files/articles/nove\\_dokumenty/projekty/eea\\_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf](https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf)

BOOTH, T., AINSCOW, M. (2019). Index inklúzie: Príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Bratislava: Nadácia pre deti Slovenska, 244 s. ISBN: 978-80-89403-19-6

<https://www.ktochyba.sk/skola/dockali-sme-sa-slovenskeho-vydania-1>

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

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

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

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

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

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

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

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

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

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

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

slovak and czech

### **Notes:**



<b>Past grade distribution</b>						
Total number of evaluated students: 157						
A	ABS	B	C	D	E	FX
42,04	0,0	37,58	12,1	3,82	1,27	3,18
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde014/22	<b>Course title:</b> Inclusive education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course ends with an assessment, weighting of the interim and final assessment 100/0 - participation in class or active involvement in discussions (30 points); - group presentation of a selection of topics (30 points) The individual groups will be divided according to the following topics: 1) Inclusive education and the Dalton Plan; 2) Inclusive education and Maria Montessori's Pedagogy; 3) Inclusive education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for Inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice. - group seminar paper on the topic of the presentation (40 points) The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to Inclusive education with a focus on the second level of primary and/or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to Inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole. The rating is awarded on a scale: A 100 - 91% (excellent - outstanding results), B 90 - 81% (very good - above average standard), C 80 - 73% (good - normal reliable operation), D 72 - 66% (satisfactory - acceptable results), E 65 - 60% (sufficient - results meet minimum criteria),	

Fx 59% or less (insufficient).

A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.

For a grade of A, the student needs to produce consistently excellent results, be capable of independent study, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of Inclusive education and can apply it in his/her pedagogical practice. At the same time, students are able to work in a team and collaborate on assignments.

A grade of B means that the student achieved above average results throughout the semester, was able to study independently, knows basic information about Inclusive education, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are also shortcomings in his critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.

A grade of C means that the student has performed standardly well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.

The grade D means that the student was less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, as well as in group work, cannot critically analyze information and has problems applying knowledge to practice.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge in the course.

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

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

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

### **Class syllabus:**

Brief outline of the course:

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

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

### **Recommended literature:**

#### Recommended reading:

- BAGALOVÁ, Ľ., BIZÍKOVÁ, Ľ., FATULOVÁ, Z. (2015). Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: ŠPÚ, 154 s. ISBN: 978-80-8118-143-6  
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- BOOTH, T., AINSCOW, M. (2019). Index inklúzie: Príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Bratislava: Nadácia pre deti Slovenska, 244 s. ISBN: 978-80-89403-19-6  
<https://www.ktochyba.sk/skola/dockali-sme-sa-slovenskeho-vydania-1>
- DRÁĽ, P., FINDÓR A. eds., (2008). Ako skúmať národ: Deväť štúdií o etnicite a nacionalizme. Brno: Tribun EU. s. 188-224. ISBN 978-80-7399-752-6 [http://forumhistoriae.sk/documents/10180/20872/ako\\_skumat\\_narod.pdf](http://forumhistoriae.sk/documents/10180/20872/ako_skumat_narod.pdf)
- HALL, R., DRÁĽ, P., FRIDRICHOVÁ, P., HAPALOVÁ, M., LUKÁČ, S., MIŠKOLCI, J., VANČÍKOVÁ, K. ed., (2019). Analýza zistení o stave školstva na Slovensku. Bratislava: MESA 10 <https://analyza.todarozum.sk/docs/19070214440001hmj1/>
- HAPALOVÁ, M., KRIGLEROVÁ, E. G. (2013). O krok bližšie k inklúzii. Bratislava: Človek v tísi Slovesko a CVEK, 352 s. ISBN: 978-80-971343-0-3, <http://cvek.sk/o-krok-blizsie-k-inkluzii/>
- HORŇÁKOVÁ, M. (2014). Kroky k inkluzívnej škole. Ružomberok: Verbum. 160 s. ISBN: 978-80-561-0187-2
- JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave. 199 s. ISBN 978-80-223-4814-0 [https://www.havava.eu/accounts/Zlatica/Predsudky\\_inkluzia\\_monog\\_JZ\\_Final.pdf](https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf)
- KRHUTOVÁ, L. (2013). Úvod do disability studies. Ostrava: Ostravská univerzita v Ostravě, 154 s. ISBN 978-80-7464-288-3
- KRIGLEROVÁ, E. G. ed., (2015). Klukaté cesty k inklúzii na Slovensku. Bratislava: CVEK, 85 s. [http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd\\_.pdf](http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd_.pdf)
- KRIGLEROVÁ, E. G., GAŽOVIČOVÁ, T. eds. (2012). Škola pre všetkých? Inkluzívnosť opatrení vo vzťahu k rómskym deťom. Bratislava: CVEK. 107 s. ISBN: 978-80-970711-4-1 <http://cvek.sk/skola-pre-vsetkych-inkluzivnost-opatreni-vo-vztahu-k-romskym-detom/>
- LECHTA, V. ed., (2010). Základy inkluzívnej pedagogiky: Dítě s postižením, narušením a ohrožením ve škole. Praha: Portál, 440 s. ISBN: 978-80-7367-679-7
- VANČÍKOVÁ, K., SABO, R. a kol. (2018). Inkluzívne vzdelávanie – Skúsenosť slovenských škôl. Banská Bystrica: Belianum, ISBN: 978-80-557-1481-3

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

slovak and czech

### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 157						
A	ABS	B	C	D	E	FX
42,04	0,0	37,58	12,1	3,82	1,27	3,18
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde023/22	<b>Course title:</b> Intercultural Approach in Language Teaching
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-class, combined Number of hours: 2 per week, 22 per semester Student workload: 50 hours in total Direct teaching = 22 h, continuous home preparation = 19 h, preparation for presentation and progress test = 9 h, or project design and progress test = 9 h Teaching methods: Lecture, dialogic methods (debate, discussion, colloquium), analysis of video recordings (film extracts based on literary works and relevant social events), students' presentation of their own conclusions, guided self-study.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): Presentation (25 points/25%) and progress test (75 points/75%) OR Project (25 points/25%) and progress test (75 points/75%) The student, in cooperation with the teacher, chooses the method of continuous assessment: presentation of the selected topic in the form of a ppt presentation and guided discussion on the topic, during which he/she presents a topic with sources, displays presentation skills in English and the ability to manage the discussion and a progress test, or: Project design and a progress test during the semester. In the presentation, the student orally presents the didactic processing of the given topic. In the project, the student presents a written didactic application of the topic. The progress test is aimed at determining the theoretical knowledge and the ability to apply it practically to a selected social	

phenomenon of Anglophone culture, its critical evaluation and the creation of an attitude towards the topic, or creative application of the topic for the purposes of pedagogical application.

Grading:

100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69%–0% FX

Grade A (excellent): The student masters the terminology of cultural studies (e.g. terms such as culture - open, closed; identity - personal, national, collective, etc.). He/she understands the historical and social context of English colonization in 19th century and its impact on world/Anglophone migration policy. He/she knows key works and personalities of the cultural life of the Anglophone world. He/she can comparatively evaluate key institutions and organizations of the Anglophone world (Great Britain, USA and Canada). He/she can apply all studied terms to a literary work, text or a cultural topic. In the presentation, he/she presents the selected topic without errors and inaccuracies, competently manages the discussion. In the project, he/she processes the selected topic in a visually attractive way in a visual and graphic way (e.g. as a poster) and prepares a lesson plan for the given topic, meeting didactic requirements.

Grade B (very good): The student has mastered the essential knowledge of the discipline and can apply all studied terms to a cultural topic. In the presentation, he/she presents the selected topic without significant errors and inaccuracies, competently manages the discussion. In the project, he/she processes the selected topic in an attractive visual and graphic way (e.g. as a poster) and prepares a lesson plan for the given topic, meeting didactic requirements. In the presentation, he/she presents the selected topic with a minimum of errors and inaccuracies, competently manages the discussion).

Grade C (good): The student has mastered the essential knowledge of the discipline and can apply all studied terms to a cultural topic. In the project, he/she presents the selected topic in a visual and graphic way (e.g. as a poster) and prepare a lesson plan for the given topic, generally meeting didactic requirements. In the presentation, he/she presents the selected topic with few errors and inaccuracies, satisfactorily manages the discussion).

Grade D (satisfactory): The student has mastered the essential knowledge of the discipline and can apply all studied terms to a cultural topic. In the project, he/she can present the selected topic in a graphically unattractive way and prepare a lesson plan for the given topic, which, however, does not meet several didactic requirements. In the presentation, he presents the selected topic with several errors, typos, inaccuracies and manages the discussion less effectively).

Grade E (sufficient): The student has mastered the essential knowledge of the discipline and can apply all studied terms to a cultural topic. In the project, he/she processes the selected topic in a graphically unattractive way and prepares a lesson plan for the given topic, which does not meet numerous didactic requirements, is dull and uninventive. In the presentation, he presents the selected topic unsatisfactorily, he/she manages the discussion ineffectively).

Scale of assessment (preliminary/final): Continuous assessment (100%): Presentation (25 points/25%) and progress test (75 points/75%) OR Project (25 points/25%) and progress test (75 points/75%) The student, in cooperation with the teacher, chooses the method of continuous assessment: presentation of the selected topic in the form of a ppt presentation and guided discussion on the topic, during which he/she presents a topic with sources, displays presentation skills in English and the ability to manage the discussion and a progress test, or: Project design and a progress test during the semester. In the presentation, the student orally presents the didactic processing of the given topic. In the project, the student presents a written didactic application of the topic. The progress test is aimed at determining the theoretical knowledge and the ability to apply it practically to a selected social phenomenon of Anglophone culture, its critical evaluation and the creation of an attitude towards the topic, or creative application of the topic for the purposes of pedagogical application.

**Learning outcomes:**

### Objectives and learning outcomes:

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

#### Knowledge:

The student...:

- is aware of the core knowledge of the discipline “Intercultural Studies” and intercultural approach in language education, and in context-related information,
- understands the principles upon which migration occurs, as well as multiculturalism, “otherness” and other related terms: culture shock, racism, positive and negative discrimination, etc.,
- is aware of the strategies of teaching in a multicultural class (fair representation, etc.), development of language and literature,
- can interpret, explicate and compare studied works, can synthesize from various sources, and implement these to the process of teaching,
- is aware of the pedagogical context of literature and implementation of literature to EFL teaching,
- can apply the terminology to a specific text and plan a lesson where language is taught as a part of culture.

#### Skills:

The student...:

- is able to use artistic (primary) and academic (secondary) literary sources, can also use artistic literature and authentic materials, and use them for the purposes of EFL teaching,
- can analyse, evaluate and create various teaching materials supporting the aim of the lesson with regards to the specificity of various classes,
- can analyse the latest knowledge of the discipline, can apply analytical-critical and linguistic thinking, leading to creativity and empathy,
- is cultivating skills to communicate fluently on professional aspects of culture in English at C1 level,
- has acquired digital skills, can search for relevant information in the digital space and work in the digital learning environment Moodle, presentation skill and project designing skills.

#### Competences:

The student...:

- is able to argue, present and defend his/her opinions and positions, can communicate effectively in a group,
- can effectively communicate and solve professional problems as a part of team,
- has developed his/her metacognitive awareness, effectively guides his/her self-study, can respect psychic hygiene principles,
- knows how to autonomously plan and organize his/her education and can self-navigate his/her further education,
- can use information and communication technologies in EFL learning, in professional and other communication and in their further study,
- has acquired intercultural competences and competences for intercultural approach in EFL teaching,
- has gained prerequisites for his/her active involvement in professional life.

### **Class syllabus:**

Course contents:

Main themes of the course:

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



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

### **Recommended literature:**

Compulsory readings:

JAVORČÍKOVÁ, J. and DOVE, M. E. (2019). Explorations in American Life and Culture. Banská Bystrica: Belianum. <https://doi.org/10.24040/2021.9788055718606>.

JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2020). Voices from beyond: A modern coursebook of cultural studies for philologists, with a focus on (e)migration as a political, ethical, linguistic and cultural phenomenon in the era of globalization. Bratislava: Z-F Lingua.

JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2019). CLIL: Conceptual differences in teaching “realia” to philological and non-philological students. In Journal of Language and Cultural Education. JoLaCE. De Gruyter Open, Vol. 7, no. 3, pp. 18–34.

Recommended readings:

BARKER, CH. (2011). Cultural Studies. New York: Sage. (Chapters 1–4)

HANESOVÁ, D. (2014). From Learning Facts to Learning to Think. Banská Bystrica: PF..

PECNÍKOVÁ, J., PONDELÍKOVÁ, I. and MALIŠOVÁ, D. (2021). Kultúra – identita – občianstvo v kontexte transformácie Slovenska 15 rokov po vstupe do EÚ. Banská Bystrica: Koprnt.

ZELENKOVÁ, A. and HANESOVÁ, D. (2019). Intercultural Competence of University Teachers: A Challenge for Internalisation. In JoLaCe. No. 7, Vol. 1, pp. 1–18. <https://doi.org/10.2478/jolace-2019-0001>

ZELENKOVÁ, A. (2019). Intercultural Relations in Business. Banská Bystrica: Belianum.  
 The aforementioned sources are available in Slovak libraries and bookstores.

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

English, Slovak

### **Notes:**

Maximum of 20 students in a group.

### **Past grade distribution**

Total number of evaluated students: 22

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

### **Lecturers:**

**Last change:** 15.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KAJL/M-ANGde049/22			<b>Course title:</b> Language in Use - Conversation C1			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b>						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 1						
A	ABS	B	C	D	E	FX
0,0	0,0	100,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 04.07.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde021/22	<b>Course title:</b> Learning theories and concepts of teaching
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester ( basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade. Characteristics of student performance: A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student is able to critically, factually assess and evaluate solutions presented by others. B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized	

way, is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them.

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current learning theories and teaching concepts, but lacks critical evaluation.

D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development with own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, orientation in the current learning theories and teaching concepts, critical assessment and evaluation is completely absent.

E (65-60%, sufficient - results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts in terms of correctness, there is no critical analysis and development of own ideas, orientation in current learning theories and teaching concepts is limited to specific areas, there is no critical evaluation and generalization.

Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in current learning theories and teaching concepts is incoherent, limited to specific areas, their generalizing application is absent.

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

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the course, students will acquire knowledge about pedagogical theories, concepts of learning (to learn). Students will be able to use their knowledge of learning theories in planning and conducting a teaching unit. By completing the course, the student will be competent to carry out analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development based on cognition and (self-)reflection, will know and be able to apply (in specific micro-course outcomes) the theories, concepts, resources, strategies and methods necessary for this.

Transferable competences:

In solving, presenting and discussing the results of the continuous and semester assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice. Students will know and be able to apply theories, concepts, strategies and methods for the continuous development of intra and interpersonal communicative, organizational, (self-)cognitive competences.

### **Class syllabus:**

Brief outline of the course:

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

In addition to traditional theories of learning and concepts of teaching, students will also become familiar with current and alternative theories of the 20th and 21st centuries, which can be classified as modern approaches in education in the theoretical background of Slovak and foreign authors.

Topics:

1. An introduction to learning theories and concepts of teaching. Basic concepts, terminology. Overview of all learning theories.
2. Selected teaching concepts. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist and constructionist concepts of teaching; Constructivism and constructionism as a theory of cognition; Foundations of constructivism/constructionism and socio-cognitive constructivism/constructionism in the theories of J. Piaget and L. S. Vygotsky, K.R. Popper. Didactic application in teaching.
3. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching.
4. Modern approaches in education - strategies and methods The concept of activating teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, Determination of the optimal choice of methods.
5. A review of current and alternative learning theories.

#### **Recommended literature:**

Recommended reading:

Compulsory reading:

TOTHOVÁ R., KOSTRUB, D., FERKOVÁ Š. (2017). Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0 (kapitoly: 5. s. 104-131; 6. s. 132 –179; 8. s.199-223)

Recommended reading:

BERTRAND, Y. (1998). Soudobé teorie vzdělávání. Praha: Portál, 248 s. ISBN 80-7178-216-5

ČAPEK, R. (2015). Moderní didaktika. 1. vydání. Praha: Grada Publishing, a. s., 608 s. ISBN 978-80-247-3450-7

FISHER, R. (2011). Učíme děti myslet a učit se. Praha: Portál, 176 s. ISBN 978-80-26200-43-7

HANULIAKOVÁ, J. Aktivizujúce vyučovanie. 1. vydanie. Bratislava: PhDr. Milan Štefanko – IRIS, 2015. 127 s. ISBN 978-80-8153-036-4

KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS, 169 s. ISBN 978-80-89055-87-6

OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017, Brno: Masarykova univerzita, s. 843-852. ISBN 978-80-87952-22-1.

ROVNANOVÁ, L. (2015). Vyučovacie prístupy v pregraduálnej príprave budúcich učiteľov. In: Edukácia, ročník 1, číslo 1, 2015, s. 225-234

TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Analýza využívania aktivizujúcich metód. Bratislava: Univerzita Komenského, 146 s., ISBN 978-80-223-4817

TÓTHOVÁ, R. (2014). Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Metodicko pedagogické centrum, 90 s. Bratislava. ISBN: 978-80-565-0004-0

ZELINA, M. (2000). Alternatívne školstvo. Bratislava: IRIS, 255 s. ISBN 80-88778-98-0

ZORMANOVÁ, L. (2012). Výukové metody v pedagogice. Praha: Grada Publishing, a. s., 160 s. ISBN 978-80-247-4100-0

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

slovak and czech

#### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 969						
A	ABS	B	C	D	E	FX
58,2	0,0	22,29	10,73	4,02	2,37	2,37
<b>Lecturers:</b> Ing. Eva Tóblová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde021/22	<b>Course title:</b> Learning theories and concepts of teaching
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester ( basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade. Characteristics of student performance: A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student is able to critically, factually assess and evaluate solutions presented by others. B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized	

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C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current learning theories and teaching concepts, but lacks critical evaluation.

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

### **Learning outcomes:**

Learning objectives and outcomes:

By completing the course, students will acquire knowledge about pedagogical theories, concepts of learning (to learn). Students will be able to use their knowledge of learning theories in planning and conducting a teaching unit. By completing the course, the student will be competent to carry out analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development based on cognition and (self-)reflection, will know and be able to apply (in specific micro-course outcomes) the theories, concepts, resources, strategies and methods necessary for this.

Transferable competences:

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Brief outline of the course:

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3. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching.
4. Modern approaches in education - strategies and methods The concept of activating teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, Determination of the optimal choice of methods.
5. A review of current and alternative learning theories.

#### **Recommended literature:**

Recommended reading:

Compulsory reading:

TOTHOVÁ R., KOSTRUB, D., FERKOVÁ Š. (2017). Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0 (kapitoly: 5. s. 104-131; 6. s. 132 –179; 8. s.199-223)

Recommended reading:

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FISHER, R. (2011). Učíme děti myslet a učit se. Praha: Portál, 176 s. ISBN 978-80-26200-43-7

HANULIAKOVÁ, J. Aktivizujúce vyučovanie. 1. vydanie. Bratislava: PhDr. Milan Štefanko – IRIS, 2015. 127 s. ISBN 978-80-8153-036-4

KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS, 169 s. ISBN 978-80-89055-87-6

OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017, Brno: Masarykova univerzita, s. 843-852. ISBN 978-80-87952-22-1.

ROVNANOVÁ, L. (2015). Vyučovacie prístupy v pregraduálnej príprave budúcich učiteľov. In: Edukácia, ročník 1, číslo 1, 2015, s. 225-234

TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Analýza využívania aktivizujúcich metód. Bratislava: Univerzita Komenského, 146 s., ISBN 978-80-223-4817

TÓTHOVÁ, R. (2014). Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Metodicko pedagogické centrum, 90 s. Bratislava. ISBN: 978-80-565-0004-0

ZELINA, M. (2000). Alternatívne školstvo. Bratislava: IRIS, 255 s. ISBN 80-88778-98-0

ZORMANOVÁ, L. (2012). Výukové metody v pedagogice. Praha: Grada Publishing, a. s., 160 s. ISBN 978-80-247-4100-0

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

slovak and czech

#### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 969						
A	ABS	B	C	D	E	FX
58,2	0,0	22,29	10,73	4,02	2,37	2,37
<b>Lecturers:</b> Ing. Eva Tóblová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde013/22	<b>Course title:</b> Linguistic Analysis of Texts I
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 56 hours in total Direct teaching = 22 h, home preparation for class (revision + homework) = 10 h. first in-semester practical test (text analysis) = 12 h., second in-semester practical test (text analysis) = 12 h Teaching methods: Review of basic lexical concepts, pair work, discussion of the topic, lexical analysis of short authentic texts, comparison of lexical phenomena in English and Slovak, building strategies for lexical analysis of text	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KAJL/M-ANGde001/22 - English Lexicology	
<b>Recommended prerequisites:</b> M-ANGde001 Lexicology of the English Language	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100 percent): 1. In-semester test (50%) 2. In-semester test (50%) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A (excellent): The student independently analyses an unfamiliar English text, can find different types of word formation in the text, can correctly determine the motivation of words, can correctly identify different types of semantic shifts in the text, can find and correctly classify words from a stylistic point of view, can find collocations and idioms in the text and correctly classify them. Grade B (very good): The student independently analyses an unfamiliar English text, can find different types of word formation in the text, can correctly determine the motivation of most words, correctly identifies several types of semantic shifts in the text, can find and correctly identify words	

from a stylistic point of view, can find collocations and idioms in the text and correctly classify them.

Grade C (good): The student analyses an unfamiliar English text relatively independently, can find different types of word formation in the text, can correctly determine the motivation of most words, can identify some types of semantic shifts in the text, can correctly classify some words from a stylistic point of view, can locate some collocations and idioms in the text and correctly classify them.

Grade D (satisfactory): The student analyses an unfamiliar English text relatively independently, can find basic types of word formation in the text, can determine the motivation of some words, can identify some types of semantic shifts in the text, can correctly classify some words from a stylistic point of view, can find some common collocations and idioms in the text and correctly classify them.

Grade E (sufficient): The student analyses an unfamiliar English text relatively independently, can find only basic types of word formation in the text, can determine the motivation of simpler words, can identify only common types of semantic shifts (metaphor, personification) in the text, can correctly classify some words from a stylistic point of view, can find some common collocations and idioms in the text and usually classify them correctly.

Assessment conditions:

Completion of the continuous assessment tests with any score is the prerequisite for the final continuous assessment. The student is allowed to ask for an extra date for the interim assessment tests (if he/she has not attended the assessment for medical or other serious reasons) but is not allowed to re-sit any of the tests.

Scale of assessment (preliminary/final): Continuous assessment (100 percent): 1. In-semester test (50%) 2. In-semester test (50%)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills and competences:

Knowledge:

The student is familiar with the types of English word formation and lexical motivations, knows the differences between morphemic and word-formation analysis of lexemes, has mastered the different types of meanings and semantic shifts, knows the basic paradigmatic relationships in vocabulary, has mastered the theoretical foundations of phraseology, and is familiar with the basic lexical differences between British and American English.

Skills:

The student can independently analyse an unfamiliar English text, can find different types of word formation in it, can determine the motivation of individual words, can identify the stylistic colouring of English lexemes, can determine the paradigmatic relations between the linguistic devices of the text, can find collocations and idioms in the text, can determine the geographical affiliation of the text.

Competences:

The student learns how to work independently and as a team, solving lexical problems and tasks, learns the basic strategies of linguistic analysis of the text and understands the essence of the relationship between the form, content and function of linguistic units, develops the ability to analyse and synthesize linguistic material, is able to search for and use digital resources and aids for his/her further independent professional development, is able to link the acquired theoretical knowledge with pedagogical practice.

### **Class syllabus:**

<p>Course contents:</p> <p>Main themes of the course:</p> <p>Definitions of the word, lexical motivation, morphemic and word-formative structure, word-formation processes, types of meaning, semantic shifts, paradigmatic lexical relations, stylistic classification of words, collocations and phrasemes, lexical and grammatical differences between British and American English.</p> <p>Through the above content the student learns to practically analyse an English text from a lexical point of view, the student understands the structural-functional characteristics of English vocabulary, develops his/her foreign language (especially lexical and semantic) skills and vocabulary at the C1 level, learns to work independently and in teams in order to solve lexical issues, learns to apply the acquired theoretical knowledge appropriately in pedagogical practice.</p>																				
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>PAVLÍK, R. (2019). A Practical Guide to the Lexical Analysis of Written Texts. 2nd edition. Bratislava: Z-F Lingua.</p> <p>Recommended readings:</p> <p>JACKSON, H. and ZĚ AMVELA, E. (2007). Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology. London – New York: Continuum.</p> <p>KVETKO, P. (2009). English Lexicology in Theory and Practice. Trnava: Univerzita sv. Cyrila a Metoda v Trnave, 2009.</p> <p>PLAG, I. (2018). Word-formation in English. 2nd edition. Cambridge University Press.</p> <p>These resources are available in Slovak libraries and/or bookstores.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>English, Slovak</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 169</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>18,93</td><td>0,0</td><td>24,85</td><td>20,71</td><td>15,38</td><td>19,53</td><td>0,59</td></tr> </table>							A	ABS	B	C	D	E	FX	18,93	0,0	24,85	20,71	15,38	19,53	0,59
A	ABS	B	C	D	E	FX														
18,93	0,0	24,85	20,71	15,38	19,53	0,59														
<p><b>Lecturers:</b> PaedDr. Peter Bojo, PhD.</p>																				
<p><b>Last change:</b> 14.10.2023</p>																				
<p><b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde014/22	<b>Course title:</b> Linguistic Analysis of the Text II
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching method: in-person, combined Number of hours: 2 per week, 22 per semester Student workload: total 50 hours in total Direct teaching = 22 h, continuous home preparation for class = 10 h, first in-term practical test = 9 h, second in-term practical test = 9 h Teaching methods: Brief repetition of the content (monological method, dialogical methods: conversation, discussion), work in pairs/groups, discussion of the topic, application of theoretical knowledge from previous courses, morphological and syntactic analysis of short authentic texts, comparison of morphological and syntactic phenomena in English and Slovak, building strategies for complex linguistic analysis of the text	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: A student is entitled to ask for an alternative date of final assessment (in case of medical or other compelling reasons); in-semester assignments cannot be resat. Continuous assessment (100 percent): 1st in-term test (50%) 2nd in-term test (50%) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A (excellent performance): The student is able to analyse an unfamiliar text sovereignly and independently, he/she is able to find different word types in the text and correctly identify their grammatical categories, is able to correctly identify the morphematic structure of words, correctly identifies all phrases, correctly identifies different types of simple sentences and clauses in the text,	

correctly and unaided identifies sentence articles, is able to find and identify changes in the word sequence.

Grade B (very good): The student can sovereignly and independently analyse an unfamiliar text, he/she can find various word types in the text and correctly identify their grammatical categories, can correctly identify the morphematic structure of words, correctly identifies almost all phrases, correctly identifies various types of simple sentences and clauses in the text, can correctly identify sentence articles, can find and identify changes in word order.

Grade C (good): The student can analyse an unfamiliar text relatively independently, can find different word types in the text and correctly identify their grammatical categories with a minimum of errors, can correctly identify the morphematic structure of most words, correctly identifies most phrases, identifies different types of simple sentences and clauses in the text, can identify clause articles within a simple sentence, can find and identify changes in the word order.

Grade D (satisfactory): The student can analyse an unfamiliar text, can find different word types in a text and correctly identify most of their grammatical categories, can correctly identify the basic morphematic structure of most words, can identify phrases in a text, can identify some types of simple sentences and clauses, can correctly identify basic sentence articles within a simple sentence, can find changes in word order.

Grade E (sufficient): The student can analyse an unfamiliar text, can find different word types in a text and correctly identify some grammatical categories, can correctly identify the basic morphematic structure of words, can identify phrases in a text, can identify basic types of simple sentences and clauses, can correctly identify basic clause structures within a simple sentence, can find changes in word order.

Scale of assessment (preliminary/final): Continuous assessment (100 percent): 1st in-term test (50%) 2nd in-term test (50%)

### **Learning outcomes:**

Objectives and learning outcomes:

Based on the objectives declared in the profile of a#graduate, this course aims for a student to develop the following knowledge, skills, and competences:

Knowledge:

The student knows the types of English word formation, knows the differences between morphematic and word-formation analysis of lexemes, has mastered the morphological and syntactic characteristics, knows the basic paradigmatic relations in vocabulary, knows the theoretical foundations of sentence structure, knows how to determine sentence articles, is oriented in the laws of the word sequence of an English sentence.

Skills:

The student is able to work independently with unfamiliar text, is able to analyse it, while actively using his/her speaking skills at C1 CEFR level. The student uses digital resources, actively searches for information and practical examples. Using the theory studied in previous courses, asks relevant questions, uses knowledge of the hierarchy of language units, using them to identify morphological and syntactic phenomena within a text.

Competences:

The student learns to work independently or in a group to solve linguistic problems and tasks, learns the basic strategies of linguistic analysis of a text and understands the nature of the relationship between form, content and function of linguistic units. They will be able to link the acquired theoretical knowledge with practice, learn how to use digital resources, actively search for suitable texts and examples for analysis from everyday practice on their own. The student will be able to communicate effectively in English, solve professional linguistic issues in a team and create the prerequisites for engaging in professional life in the field of foreign language education.

**Class syllabus:**

Course contents:

Main themes of the course:

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

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

**Recommended literature:**

Compulsory readings:

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

Recommended readings:

(selected chapters according to the teacher's instructions)

BIBER, D. (1999). Longman Grammar of Spoken and Written English. Longman.

LANČARIČ, D. (2012). Elements of Linguistics. Bratislava: Z-F Lingua.

VACHEK, J. (1990). A Linguistic Characterology of Modern English. Praha: SPN.

**Languages necessary to complete the course:**

English, Slovak

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

Total number of evaluated students: 151

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

**Lecturers:** Mgr. Patricia Kotlebová, PhD.

**Last change:** 14.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde015/22	<b>Course title:</b> LiteraryText in Action
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Method: in-person, combined Number of hours per week: 2 Number of hours per semester: 22 Student workload: 50 hours in total Direct teaching = 22 h, continuous home preparation = 11 h, preparation for the presentation (didactic processing of the assigned literary text and topics) = 7 h, preparation for the final test = 10 h Teaching methods: Lecture, dialogic methods (debate, discussion, colloquium), analysis of video recordings (film extracts based on literary works), students' presentation of their own conclusions.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (50 points/percent) "Student teaching" (50 points/%): Adaptation/didactic application of a literary text/film extract of a literary work, or other literary material and specified genre for the purposes of EFL teaching according to the teacher's parameters. Written lesson plan to hand in to the teacher prior to teaching. Final test (50 points/%): The final test is focused on the theoretical background of the issue and didactic procedures for using literature in EFL teaching, including relevant terminology. Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A (excellent): The student is aware of theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching and knows how to define a literary text and distinguish it from a non-literary one. He/she understands the historical and social context of its	

creation different genres of literary texts and the advantages and limits of their didactic applicability. He/she knows methods and rules of working with a literary text. He/she can apply all studied terms to a literary work and a text without errors and inaccuracies. He/she presents a lesson plan for the given topic that meets the didactic requirements.

Grade B (very good): The student is aware of the theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching with minor errors, knows how to define a literary text and distinguish it from a non-literary one. He/she understands historical and social contexts of the emergence of various genres of literary texts and the advantages and limits of their didactic applicability. He/she is aware of the methods and rules of working with a literary text. He/she can apply all studied terms to a literary work and text with a small amount of unimportant inaccuracies. He/she presents a lesson plan for the given topic, meeting the didactic requirements.

C (good): The student mostly masters the theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching, he/she knows some attributes for literary and non-literary text, partially understands historical and social the context of the emergence of different genres of literary texts and the advantages and limits of their didactic applicability. He/she knows several methods and rules for working with a literary text. He/she can apply some studied terms to a literary work, text, however, with a greater number of errors and inaccuracies. He/she can present a lesson plan for the given topic, meeting some didactic requirements.

Grade D (satisfactory): The student has an imperfect command of the theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching, he/she knows only some attributes for a literary and non-literary text. He/she does not understand historical and social the context of the emergence of various genres of literary texts and the advantages and limits of their didactic applicability. He/she only knows some methods and rules for working with a literary text. He/she does not know how to creatively apply all studied terms to a literary work and text. In the presentation, he/she can only present dull and inadequate didactic methods for the use of the assigned literary text and topics of language education; moreover, he/she makes a lot of mistakes and inaccuracies. He/she can present a lesson plan for the given topic that only partially meets assigned didactic requirements.

Grade E (sufficient): The student has an imperfect command of the theory and terminology necessary for implementation of a literary text (literary terms, genres, etc.) to EFL teaching, knows only 1-2 attributes of a literary and non-literary text. He/she does not understand historical and social contexts of the emergence of various genres of literary texts and the advantages and limits of their didactic applicability. He/she is aware of 1-2 methods and rules of working with a literary text. He/she cannot creatively apply most of the studied terms to a literary work and text. In the presentation he/she can only present dull and inadequate didactic methods for the assigned literary texts and topics with a lot of errors and inaccuracies. He/she presents a lesson plan for the given topic, which does not meet the didactic requirements.

Scale of assessment (preliminary/final): Continuous assessment (50 points/percent) “Student teaching” (50 points/%): Adaptation/didactic application of a literary text/film extract of a literary work, or other literary material and specified genre for the purposes of EFL teaching according to the teacher’s parameters. Written he lesson plan lesson plan to hand in to the teacher prior to teaching. Final test (50 points/%): The final test is focused on the theoretical background of the issue and didactic procedures for using literature in EFL teaching, including relevant terminology.

### **Learning outcomes:**

Objectives and learning outcomes:

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

Knowledge:

The student...:

- is aware of the core knowledge of literary text in action, i.e. literary terminology and context-related information,
- understands the principles upon which the development of basic literary trends in English and Anglophone literature in the modern era occurred,
- is aware of the development of language and literature,
- is aware of the development of literary genres of poetry, prose and drama in modern English literature, and understands the diachronic and synchronic relations of genres,
- is aware of representative and special literary works of English literature,
- recognizes the tropic attributes of literary texts, artistic devices, tropes and figures,
- is aware of the terminology for the use of a literary text in EFL classroom (literary terms, genres), can define a literary and non-literary text,
- understands the overview of the discipline, understands historical and social tendencies in the development of modern English language and literature,
- can interpret, explicate and compare studied works, can synthesize from various literary sources,
- is aware of the pedagogical context of literature and implementation of literature to EFL teaching,
- can apply the terminology to a specific text and work of art,
- is aware of strategies for the use of literary text in pedagogy and how to implement various media into EFL teaching via literature.

Skills:

The student...:

- can actively use various methods for implementation of literary texts to EFL teaching, can analyse, evaluate and create various teaching materials supporting the aim of the lesson with regards to the specificity of various classes,
- is able to use artistic (primary) and academic (secondary) literary sources,
- is able to apply principles of literary criticism,
- can analyse the latest knowledge of the discipline, can apply analytical-critical and linguistic thinking, leading to creativity and empathy,
- is cultivating skills to communicate fluently on professional aspects of literature and culture in English at C1 level,
- has acquired digital skills, can search for relevant information in the digital space and work in the digital learning environment Moodle.

Competences:

The student...:

- has developed literary literacy,
- is aware of self-knowledge strategies,
- can read professional literature in foreign language,
- is able to argue, present and defend his/her opinions and positions, can communicate effectively in a group and solve professional problems as a part of team,
- has developed his/her metacognitive awareness, effectively guides his/her self-study, can respect psychic hygiene principles,
- knows how to autonomously plan and organize his/her education and can self-navigate his/her further education,
- can use information and communication technologies in EFL learning, in professional and other communication and in their further study,
- has acquired literary and intercultural competences,
- has gained prerequisites for his/her active involvement in professional life.

### **Class syllabus:**

Course contents:

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

**Recommended literature:**

Compulsory reading:

JAVORČÍKOVÁ, J. (2010). Literárny a kultúrny artefakt v procese výučby = Literary and cultural artefact in the process of teaching. In *Philologia LXV: Zborník Filozofickej fakulty Univerzity Komenského Bratislava*.

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

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

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

Recommended reading:

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

JAVORČÍKOVÁ, J. (2004). Kultúrne aspekty literárneho textu pri výučbe reálií. In *Is creativity the key to success in an EFL classroom?: Proceedings of the 7th national conference, 30.8–1.09.2004 Banská Bystrica*. Banská Bystrica: Univerzita Mateja Bela, Fakulta humanitných vied.

MALEY, A. (2001). *Literature in the language classroom*. In *The Cambridge Guide to Teaching ESOL*. Cambridge University Press.

The aforementioned sources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 87

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

**Lecturers:** Mgr. Diana Židová, PhD.

**Last change:** 14.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde004/22	<b>Course title:</b> Master thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment, which is handed in on the due date, is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level. B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level. C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level. D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level. E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project. Fx (59-0%, insufficient - extra work required).	

Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> Learning outcomes: Learning objectives and outcomes and transferable competences: The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a diploma thesis. The student is able to define the topic or research problem of his/her own thesis, can correctly determine the methods of its processing, gains the ability to work selectively and correctly with the professional literature on the chosen topic. He/she is able to process the current state of the solved problem. Knows the individual parts of the final thesis. Is able to select appropriate research tools, evaluate the data obtained and analyse them. In the practical orientation of the thesis, he/she can make recommendations for practice. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.						
<b>Class syllabus:</b> Brief outline of the course: Types of theses. Timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis. Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.						
<b>Recommended literature:</b> Recommended reading: Výber odbornej literatúry podľa zvolenej témy práce; Aktuálna smernica rektora UK o základných náležitostiach záverečných prác; GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978-80-223-2951-4 (dostupné na: <a href="http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php">http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php</a> ) LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 s. ISBN 978-80-8127-155-7 KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 162 s. ISBN 8089132454 STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta. 248 s. ISBN 978-80-8063-359-2.						
<b>Languages necessary to complete the course:</b> Slovak language (in the case of language subject approbations also the target language)						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 888						
A	ABS	B	C	D	E	FX
65,43	0,0	20,27	9,23	2,36	1,69	1,01
<b>Lecturers:</b>						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde004/22	<b>Course title:</b> Master thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment, which is handed in on the due date, is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level. B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level. C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level. D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level. E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project. Fx (59-0%, insufficient - extra work required).	



Scale of assessment (preliminary/final): 100/0						
<b>Learning outcomes:</b> Learning outcomes: Learning objectives and outcomes and transferable competences: The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a diploma thesis. The student is able to define the topic or research problem of his/her own thesis, can correctly determine the methods of its processing, gains the ability to work selectively and correctly with the professional literature on the chosen topic. He/she is able to process the current state of the solved problem. Knows the individual parts of the final thesis. Is able to select appropriate research tools, evaluate the data obtained and analyse them. In the practical orientation of the thesis, he/she can make recommendations for practice. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.						
<b>Class syllabus:</b> Brief outline of the course: Types of theses. Timetable of thesis processing. Definition of the topic and goal of the thesis. Study of literature. Excerpting material. Theoretical and methodological conception of the thesis. Methodology of problem processing. Methodology of elaboration of the thesis. Formal-compositional requisites of the final thesis. How to prepare for the defence of the thesis.						
<b>Recommended literature:</b> Recommended reading: Výber odbornej literatúry podľa zvolenej témy práce; Aktuálna smernica rektora UK o základných náležitostiach záverečných prác; GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978-80-223-2951-4 (dostupné na: <a href="http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php">http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php</a> ) LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 s. ISBN 978-80-8127-155-7 KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 162 s. ISBN 8089132454 STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta. 248 s. ISBN 978-80-8063-359-2.						
<b>Languages necessary to complete the course:</b> Slovak language (in the case of language subject approbations also the target language)						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 888						
A	ABS	B	C	D	E	FX
65,43	0,0	20,27	9,23	2,36	1,69	1,01
<b>Lecturers:</b> Mgr. Pavol Makyna, PhD., doc. Mgr. Jaroslav Šrank, PhD., Mgr. Miroslava Repiská, PhD., Mgr. Michal Bizoň, PhD., Dr. habil. Tamás Karáth, PhD., Dr. Franz Schörkhuber, doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.						
<b>Last change:</b> 10.11.2022						

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZšt009/15	<b>Course title:</b> Master`s thesis defence
<b>Number of credits:</b> 14	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>Prerequisite subjects: none</p> <p>Prerequisites for successful completion of the course:</p> <p>The state examination, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Arts of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of the Charles University.</p> <p>A student may take the state examination (a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of the last state examination and (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, except for the state examination and (c) without disciplinary proceedings being conducted against him/her.</p> <p>The student receives 14 credits for the successful defence of the diploma thesis (credits counted in the VUZ study plan).</p> <p>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:</p> <ul style="list-style-type: none"> <li>- Demonstrate the student's ability to integrate knowledge, manage complexity, and formulate decisions with incomplete or limited information, while still embracing the social and ethical responsibilities associated with the application of their knowledge and decisions;</li> <li>- Demonstration of the ability to communicate conclusions, findings and rationale clearly and unambiguously to both expert and lay audiences;</li> <li>- elaboration of the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures, hypotheses/research questions that can be verified. At the same time, the thesis must make a contribution to the specific field.</li> </ul> <p>The rating is awarded on a scale:</p> <p>A 100 - 91% (excellent - outstanding results),</p> <p>B 90 - 81% (very good - above average standard),</p> <p>C 80 - 73% (good - normal reliable operation),</p> <p>D 72 - 66% (satisfactory - acceptable results),</p> <p>E 65 - 60% (sufficient - results meet minimum criteria),</p> <p>Fx 59% or less (insufficient).</p> <p>A student is evaluated with the FX grade if he/she has fulfilled the requirements for the grade only at a level not exceeding 60% of the total highest possible level of fulfilling the requirements for passing the subject of the state examination - defence of the diploma thesis. In the same way, a student shall be evaluated with an FX if he/she has submitted a thesis in violation of paragraph 7 of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 or has submitted a thesis that does not substantially meet the requirements according to paragraph 1 (d), paragraph 2 (d) or paragraph 3 (d) of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 Internal Quality Assurance System for Higher Education of the University of Bratislava.</p>	

<p>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.</p>
<p><b>Learning outcomes:</b></p> <p>The learning outcome is in accordance with the Long-term Plan of the CU/PdF, the mission and strategic goals of the CU/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study plan of the study programme and other relevant documents.</p> <p>The student is able to elaborate the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses/research questions that can be verified. The thesis makes a contribution to the relevant field of study</p>
<p><b>Class syllabus:</b></p> <p>Brief outline of the course:</p> <ol style="list-style-type: none"> <li>1. Contribution of the thesis to the field of study, depending on its nature and degree of study. The evaluation of the thesis takes into account whether the student adequately treats the chosen topic at the level of a scientific study with a representative selection of literature, whether the chosen scientific procedures are adequate and appropriate, and whether he/she adequately works with hypotheses that can be verified. The thesis should make a distinct contribution to the relevant field of study in which the student has completed the degree programme;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>5. Respecting the recommended scope of the thesis (the recommended scope of the thesis is usually 50 - 70 standard pages - 90 000 to 126 000 characters including spaces), the adequacy of the scope of the thesis is judged by the supervisor;</li> <li>6. Linguistic and stylistic level of the work and formal editing;</li> <li>7. The manner and form of the thesis defence and the student's ability to respond adequately to comments and questions in the supervisor's and opponent's reports.</li> <li>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.</li> </ol>
<p><b>State exam syllabus:</b></p>
<p><b>Recommended literature:</b></p> <p>Recommended reading: according to the focus of the thesis topic</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language, in case of language specialisations also the language of the respective subject specialisation</p>
<p><b>Last change:</b> 10.11.2022</p>

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde024/22	<b>Course title:</b> Media Culture
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 50 hours in total Direct teaching = 22 h, home preparation for class = 8 h, creating a presentation of a specific topic from media culture = 8 h, written analysis of a selected topic from media communication = 12 h Teaching methods: Media presentations of cultural topics, discourse analysis, case studies, situation analysis method, role-playing method, comparative analysis, analyses of selected journalistic articles and theoretical works, dialogical methods (debate, discussion, colloquium)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course requirements: Continuous assessment (100 points/percent): Presentation of a topic from media culture (30 points) Active participation in discussions on the assigned issues during class (10 points) Written comparative analysis of a selected topic from media communication (60 points) Grading: 100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX Grade A (excellent): The student knows in depth the basic issues of contemporary media research, can independently critically analyse social and cultural topics presented in the media, is able to argue convincingly for his/her humanistic position in a discussion, can present his/her media analysis and reflections on a specific journalistic topic with clarity in a group and in front of the class, can apply his/her insight and contemporary scientific background independently to English language teaching using comparative analysis and the method of role-playing.	

Grade B (very good): The student knows the basic issues of contemporary media research, can critically analyse social and cultural themes presented in the media with minimal assistance, and is able to argue well for his/her humanistic position in discussion, is able to present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class, is able to independently apply his/her insight and contemporary scientific background to the teaching of the English language, using both comparative analysis and the role-play method, after a very short consultation with the teacher.

Grade C (good): The student is familiar with partial issues in contemporary intercultural research, can critically analyse social and cultural themes presented in the media with little help, and is able to argue for his/her humanistic position in a discussion, with a little help, can present his/her media analysis and reflections on a specific intercultural topic in a group and in front of the class, by creating a project for a certain age group, can, after a short consultation with the teacher, apply his/her insight and the current scientific background to the teaching of English language.

Grade D (satisfactory): The student is only familiar with certain topics of contemporary media research issues, can critically analyse social and cultural issues presented in the media with great help, is able to argue for his/her humanistic position in a discussion, although less convincingly, can present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class with more help, can independently apply his/her insight and contemporary scientific background to English language teaching, using both comparative analysis and the role-playing method, after a longer consultation with the teacher.

Grade E (sufficient): The student is familiar only with the peripheral topics of contemporary media research, can critically analyse social and cultural issues presented in the media only to a partial extent, is able to argue for his/her humanistic position in discussion, although not convincingly, can present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class with great help, can independently apply his/her insight and current scientific background to the teaching of English language, using both comparative analysis and the role-play method, after extensive consultation with the teacher.

Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a topic from media culture (30 points) Active participation in discussions on the assigned issues during class (10 points) Written comparative analysis of a selected topic from media communication (60 points)

### **Learning outcomes:**

Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

The student understands the role of new technologies in the media society, is able to critically and analytically perceive the impact of media on the individual and their role in the development of society, is able to think critically about the concepts, themes and direction of culture influenced by media events, knows the principles, meaning and possibilities of the application of digital technologies in foreign language education.

Skills:

Students are able to locate, critically evaluate, and present relevant media sources for cultural content education, have the skills to evaluate the credibility and legitimacy of materials in relation to instructional objectives, students are able to apply media communication and media culture to elementary and secondary English language arts instruction, and are able to discuss media issues from a wide range of viewpoints individually, in pairs, and in large groups.

Competences:

Students are able to use discourse analysis, case study method, and role-play method to present a specific topic in media education of English language for different grade levels, they are able to create their own comparative text on a media topic, through which they present different points of view and are able to take their own evaluative point of view on them and at the same time apply such a point of view to English language teaching, know the ways of using information and communication technologies in foreign language education, in professional and wider social communication, as well as in their further education.

### **Class syllabus:**

Course contents:

Main themes of the course:

Media and culture, media and racial and gender equality, world pandemics in the media - infodemia, migration in the media, climate crisis in the media, Slovakia in foreign media, censorship in the media - fake news, hoaxes, the future of mass media, social dilemmas, internet and social networks, media in education, education through media communication

Through the above mentioned course content and using the mentioned methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching English Language and Literature in Combination.

### **Recommended literature:**

Compulsory literature:

Blog: <https://medialnakomunikacia.tumblr.com/>

HUSÁROVÁ, Z. (2012). Electronic ways of literary engagement. In: Studies in Foreign Language Education, No. 4, pp. 91–112.

MANDIBERG, M., ed. (2012). The Social Media Reader. New York: The NYU Press. [https://monoskop.org/images/3/3e/Mandiberg\\_Michael\\_ed\\_The\\_Social\\_Media\\_Reader.pdf](https://monoskop.org/images/3/3e/Mandiberg_Michael_ed_The_Social_Media_Reader.pdf).

PIORECKÝ, K. and HUSÁROVÁ, Z. (2019). Tvořivost literatury v éře umělé inteligence. In: Česká literatura, Vol. 67, No. 2, pp. 145–169.

Recommended literature:

THORBURN, D. and JENKINS, H., eds. (2004). Rethinking Media Change: The Aesthetics of Transition. Cambridge, MA: MIT Press. <https://monoskop.org/log/?p=1710>.

WARK, M. (1994). Virtual Geography: Living with Global Media Events. Bloomington: Indiana University Press.

<https://monoskop.org/images/5/5c/>

Wark\_McKenzie\_Virtual\_Geography\_Living\_with\_Global\_Media\_Events.pdf.

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

English, Slovak

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 84

A	ABS	B	C	D	E	FX
76,19	0,0	13,1	8,33	0,0	0,0	2,38

**Lecturers:** Mgr. Diana Židová, PhD.

**Last change:** 15.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde024/22	<b>Course title:</b> Media Culture
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 50 hours in total Direct teaching = 22 h, home preparation for class = 8 h, creating a presentation of a specific topic from media culture = 8 h, written analysis of a selected topic from media communication = 12 h Teaching methods: Media presentations of cultural topics, discourse analysis, case studies, situation analysis method, role-playing method, comparative analysis, analyses of selected journalistic articles and theoretical works, dialogical methods (debate, discussion, colloquium)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course requirements: Continuous assessment (100 points/percent): Presentation of a topic from media culture (30 points) Active participation in discussions on the assigned issues during class (10 points) Written comparative analysis of a selected topic from media communication (60 points) Grading: 100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX Grade A (excellent): The student knows in depth the basic issues of contemporary media research, can independently critically analyse social and cultural topics presented in the media, is able to argue convincingly for his/her humanistic position in a discussion, can present his/her media analysis and reflections on a specific journalistic topic with clarity in a group and in front of the class, can apply his/her insight and contemporary scientific background independently to English language teaching using comparative analysis and the method of role-playing.	

Grade B (very good): The student knows the basic issues of contemporary media research, can critically analyse social and cultural themes presented in the media with minimal assistance, and is able to argue well for his/her humanistic position in discussion, is able to present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class, is able to independently apply his/her insight and contemporary scientific background to the teaching of the English language, using both comparative analysis and the role-play method, after a very short consultation with the teacher.

Grade C (good): The student is familiar with partial issues in contemporary intercultural research, can critically analyse social and cultural themes presented in the media with little help, and is able to argue for his/her humanistic position in a discussion, with a little help, can present his/her media analysis and reflections on a specific intercultural topic in a group and in front of the class, by creating a project for a certain age group, can, after a short consultation with the teacher, apply his/her insight and the current scientific background to the teaching of English language.

Grade D (satisfactory): The student is only familiar with certain topics of contemporary media research issues, can critically analyse social and cultural issues presented in the media with great help, is able to argue for his/her humanistic position in a discussion, although less convincingly, can present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class with more help, can independently apply his/her insight and contemporary scientific background to English language teaching, using both comparative analysis and the role-playing method, after a longer consultation with the teacher.

Grade E (sufficient): The student is familiar only with the peripheral topics of contemporary media research, can critically analyse social and cultural issues presented in the media only to a partial extent, is able to argue for his/her humanistic position in discussion, although not convincingly, can present his/her media analysis and reflections on a specific journalistic topic in a group and in front of the class with great help, can independently apply his/her insight and current scientific background to the teaching of English language, using both comparative analysis and the role-play method, after extensive consultation with the teacher.

Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a topic from media culture (30 points) Active participation in discussions on the assigned issues during class (10 points) Written comparative analysis of a selected topic from media communication (60 points)

### **Learning outcomes:**

Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

The student understands the role of new technologies in the media society, is able to critically and analytically perceive the impact of media on the individual and their role in the development of society, is able to think critically about the concepts, themes and direction of culture influenced by media events, knows the principles, meaning and possibilities of the application of digital technologies in foreign language education.

Skills:

Students are able to locate, critically evaluate, and present relevant media sources for cultural content education, have the skills to evaluate the credibility and legitimacy of materials in relation to instructional objectives, students are able to apply media communication and media culture to elementary and secondary English language arts instruction, and are able to discuss media issues from a wide range of viewpoints individually, in pairs, and in large groups.

Competences:

Students are able to use discourse analysis, case study method, and role-play method to present a specific topic in media education of English language for different grade levels, they are able to create their own comparative text on a media topic, through which they present different points of view and are able to take their own evaluative point of view on them and at the same time apply such a point of view to English language teaching, know the ways of using information and communication technologies in foreign language education, in professional and wider social communication, as well as in their further education.

### **Class syllabus:**

Course contents:

Main themes of the course:

Media and culture, media and racial and gender equality, world pandemics in the media - infodemia, migration in the media, climate crisis in the media, Slovakia in foreign media, censorship in the media - fake news, hoaxes, the future of mass media, social dilemmas, internet and social networks, media in education, education through media communication

Through the above mentioned course content and using the mentioned methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching English Language and Literature in Combination.

### **Recommended literature:**

Compulsory literature:

Blog: <https://medialnakomunikacia.tumblr.com/>

HUSÁROVÁ, Z. (2012). Electronic ways of literary engagement. In: Studies in Foreign Language Education, No. 4, pp. 91–112.

MANDIBERG, M., ed. (2012). The Social Media Reader. New York: The NYU Press. [https://monoskop.org/images/3/3e/Mandiberg\\_Michael\\_ed\\_The\\_Social\\_Media\\_Reader.pdf](https://monoskop.org/images/3/3e/Mandiberg_Michael_ed_The_Social_Media_Reader.pdf).

PIORECKÝ, K. and HUSÁROVÁ, Z. (2019). Tvořivost literatury v éře umělé inteligence. In: Česká literatura, Vol. 67, No. 2, pp. 145–169.

Recommended literature:

THORBURN, D. and JENKINS, H., eds. (2004). Rethinking Media Change: The Aesthetics of Transition. Cambridge, MA: MIT Press. <https://monoskop.org/log/?p=1710>.

WARK, M. (1994). Virtual Geography: Living with Global Media Events. Bloomington: Indiana University Press.

<https://monoskop.org/images/5/5c/>

Wark\_McKenzie\_Virtual\_Geography\_Living\_with\_Global\_Media\_Events.pdf.

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

English, Slovak

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 84

A	ABS	B	C	D	E	FX
76,19	0,0	13,1	8,33	0,0	0,0	2,38

### **Lecturers:**

**Last change:** 15.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde002/22	<b>Course title:</b> Methodology of educational research
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed with an assessment of: 100% of the intermediate assessment The interim evaluation includes the following: - semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points, - assessment of knowledge and selected competences in the form of a written test - 55 points. The rating is awarded on a scale: A (100-94%, excellent - excellent results with only minimal errors), B (93-86%, very good - above average results with minor errors), C (85-76%, good - normal reliable work, average results), D (75-68%, satisfactory - acceptable results, but significant errors occur), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A	

minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

### **Learning outcomes:**

Learning objectives and outcomes and transferable competences:

Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On a theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.

The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

### **Class syllabus:**

Brief outline of the course:

Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities. Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principals in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.

Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.

Questionnaire design, implementation and evaluation.

Assessment scales - typology, creation and evaluation.

The sociometry method and the measurement of social climate.

Interview design and use. Differences between quantitative and qualitative interviews.

Quantitative and qualitative observation in scientific research.

Content analysis of documents from a quantitative and qualitative point of view.

Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design

### **Recommended literature:**

Compulsory reading:

GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0

Recommended reading:

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8  
 MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785  
 ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8  
 TOMŠIK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 834

A	ABS	B	C	D	E	FX
56,71	0,0	22,66	11,27	4,44	2,28	2,64

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde002/22	<b>Course title:</b> Methodology of educational research
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed with an assessment of: 100% of the intermediate assessment The interim evaluation includes the following: - semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points, - assessment of knowledge and selected competences in the form of a written test - 55 points. The rating is awarded on a scale: A (100-94%, excellent - excellent results with only minimal errors), B (93-86%, very good - above average results with minor errors), C (85-76%, good - normal reliable work, average results), D (75-68%, satisfactory - acceptable results, but significant errors occur), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. A	

minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

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

### **Learning outcomes:**

Learning objectives and outcomes and transferable competences:

Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On a theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.

The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

### **Class syllabus:**

Brief outline of the course:

Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities. Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principals in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.

Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.

Questionnaire design, implementation and evaluation.

Assessment scales - typology, creation and evaluation.

The sociometry method and the measurement of social climate.

Interview design and use. Differences between quantitative and qualitative interviews.

Quantitative and qualitative observation in scientific research.

Content analysis of documents from a quantitative and qualitative point of view.

Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design

### **Recommended literature:**

Compulsory reading:

GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0

Recommended reading:



GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8  
 MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785  
 ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8  
 TOMŠIK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 834

A	ABS	B	C	D	E	FX
56,71	0,0	22,66	11,27	4,44	2,28	2,64

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde017/22	<b>Course title:</b> Minority Ethnic English Literature
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Number of hours: 2 hours per week, 22 hours per semester Student workload: 50 hours in total Direct teaching = 22 h, continuous home preparation for class = 11 h, presentation of a specific text and its context = 7 h, written analysis of a selected topic based on a literary work = 10 h Type of activities Brief overview of topics related to the historical and social development of ethnic minorities, analysis and interpretation of literary works in a social context, dialogical methods (debate, discussion), presentation of own views based on the analysis of own (pedagogical) experiences, self-reflection on the basis of a literary text and discussion during the lessons	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements Continuous assessment (100 points/percent): Presentation of a specific text and its context (30 points/percent) Active participation in the class discussions (10 points/percent) Written analysis of a selected topic based on a literary work (60 points/percent) Grading: 100–95% A, 94–90% B, 89 – 85% C, 84–80% D, 79–75% E, 74–0% FX Grade A (excellent performance): The student has an in-depth knowledge of minority ethnic literature and its historical and social contexts, knows the specifics of minority literature in various periods, can independently analyse literary works in its social and cultural context, can apply his/her argument to the literary text and present it to the class, can interpret the work in writing, has a broad knowledge to use the literary text in English language teaching by using appropriate methods.	

Grade B (very good): The student is mostly proficient in minority ethnic literature and its historical and social contexts, knows the main specifics of minority literature in various periods, can analyse literary works in their social and cultural contexts with minor mistakes, is mostly able to apply his/her argument to a literary text and present it to the class with few minor mistakes, can interpret the work in writing with minimal errors in content and language, has sufficient knowledge to use the literary text in English language teaching by relying on appropriate methods.

Grade C (good): The student reassuringly knows works and authors of minority ethnic literature and its historical and social contexts, knows the major specifics of minority literature in various periods, can analyse literary works in their social and cultural contexts with a few major mistakes, is largely able to apply his/her argument to a literary text and present it to the class with very few major mistakes, can interpret the work in writing with occasional confusions and mistakes in language use, has the basic knowledge to use a literary text in English language teaching by relying on appropriate methods.

Grade D (satisfactory): The student knows some themes and works related to minority ethnic literature, knows some specifics of minority literature in various periods, can analyse literary works in their social and cultural contexts with some major mistakes, is able to apply his/her argument to a literary text and present it to the class with more than a few confusions and mistakes in language use, can interpret the work in writing with numerous fallacies of argument and language, has a certain amount of knowledge to use the literary text in English language teaching with numerous deficiencies in the practical execution.

Grade E (sufficient): The student has only partial knowledge of the themes and works of minority ethnic literature, can analyse literary works in their social and cultural contexts with numerous misrepresentations, is able to apply his/her argument to a literary text and present it to the class with much incoherence, can interpret the work in writing with substantial mistakes in contents and language, has some knowledge to apply a literary text to the teaching of the English language but does not know about or use appropriate methods.

Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a specific text and its context (30 points/percent) Active participation in the class discussions (10 points/percent) Written analysis of a selected topic based on a literary work (60 points/percent)

### **Learning outcomes:**

Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

Students become familiar with the major English works of ethnic, racial, and gender minorities written in the 20th century and with the basic discourses of the minority ethnic status in Anglophone societies; they understand the role and significance of these works in cultural and literary theoretical contexts, are aware of intercultural contexts, know strategies to use literary texts in teaching, and know how to incorporate various media forms in the classroom.

Skills:

Students are able to critically analyse works, the relevant social and historical contexts, and are able to select minority works appropriately in relation to the teaching objectives in order to show the diversity of literary expression to primary and secondary school pupils and thus enable them to self-reflect. Students will appropriately apply literary texts as an innovative method of student-centred teaching in the EFL lesson plans for any selected ISCED and CEFR language level, using a variety of appropriate learning tasks and organisational forms of teaching. Students develop broader analytical skills, are able to discuss independently, in pairs and in groups. They can make use of the possibilities of digital technologies in foreign language education.

<p><b>Competences:</b> Students are able to argue, present, and defend their views and opinions, are able to critically approach written texts and think critically about basic psychological, social, and cultural issues that affect not only their own experience, but also their identity as a competent, knowledgeable, perceptive, and understanding teacher of primary and secondary education in Slovakia</p>						
<p><b>Class syllabus:</b> Course contents Main themes of the course: Introduction to minority literature: the postcolonial and postmodern discourse, the case of British and American literature (similarities and differences) Minority ethnic literature in the USA: African-American literature, Hispanic literature, Asian-American literature Minority ethnic literature in the UK: Authors of Caribbean, Indian, Pakistani and African backgrounds Minority ethnic literature and gender issues Through the above course contents and methods of education, the student acquires knowledge, develops his/her didactic skills, and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching of English Language and Literature in Combination.</p>						
<p><b>Recommended literature:</b> Compulsory readings Primary literary texts according to the syllabus FIGUEIRA, D. (2008). Otherwise Occupied: Pedagogies of Alterity and the Brahminization of Theory. New York: State University of New York Press. Chapter: Postcolonial criticism and identitarian politics. <a href="https://monoskop.org/log/?p=467">https://monoskop.org/log/?p=467</a>. PANAYI, P. (2009). An Immigration History of Britain: Multicultural Racism since 1800. London: Routledge. (selected chapters) Recommended readings: Migration Observatory: Website of the Migration Research Centre of the University of Oxford POWELL, J. (1998). Postmodernism for Beginners. New York: Writers and Readers Publishing. VENN, C. (2000). Occidentalism: Modernity and Subjectivity. New York: SAGE. Chapter: Historicity, responsibility, subjectivity. <a href="https://monoskop.org/log/?p=489">https://monoskop.org/log/?p=489</a>. Selected chapters from the following literary works: DÍAZ, J. (2008). The Brief Wondrous Life of Oscar Wao. New York: Riverhead Books. MORRISON, T. (1998). Sula. New York: Vintage Publishing. REED, I. (1972). Mumbo Jumbo. New York: MacMillan. SOUEIF, A. (1992). In the Eye of the Sun. New York: Vintage Books. WINTERSON, J. (1992). Written on the Body. New York: Vintage Books.</p>						
<p><b>Languages necessary to complete the course:</b> English, Slovak</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 41</p>						
A	ABS	B	C	D	E	FX
14,63	0,0	17,07	31,71	14,63	17,07	4,88
<p><b>Lecturers:</b> Dr. habil. Tamás Karáth, PhD.</p>						

<b>Last change:</b> 14.10.2023
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde007/22	<b>Course title:</b> Modern American Literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 1L+1S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 90 hours in total Direct teaching = 22h, continuous home preparation for class = 22h, home preparation for quiz = 10h, home preparation for oral exam = 36h Teaching methods: Brief overview of the historical background and literary themes related to the development of 20th-century American society, analysis and interpretation of literary works in a social context, dialogical methods (debate, discussion), presentation of one's own views based on the analysis of one's own (pedagogical) experiences, self-reflection on the basis of a literary text and discussion during the lessons, heuristic methods	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements Continuous assessment (40 points/percent): Activities/presentations during the seminars (20 points/percent) Test (20 points/percent) A minimum of 60% of the points of the continuous assessment (= 24 points) is a prerequisite for the completion of the course. Final exam (60 points/percent): Oral exam during the examination period (60 points/percent) Grading 100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX Grade A (excellent performance): The student has an in-depth command of the themes and works of twentieth-century American literature. He/she is aware of the major periods and the stakes of racial	

and gender identities. The student can independently analyse literary texts against the backdrop of American social history and American democracy, can apply his/her reasoning to a literary text and present it in front of the class. The student is able to apply the literary texts for English language teaching by using appropriate methods.

Grade B (very good performance): The student is largely proficient in the themes and works of twentieth-century American literature. He/she is mostly familiar with the periods of modern American literature and with the stakes of racial and gender identities. He/she is able to analyse literary texts against the background of American social history and American democracy with minor confusions or uncertainties, is able to apply his/her reasoning to a literary text and present it to the class with minor mistakes, and has sufficient knowledge to use the literary text in English language teaching by using appropriate methods.

Grade C (good): The student is largely proficient in the themes and works of twentieth-century American literature. The student is able to analyse literary texts against the backdrop of American social history and American democracy with some gaps, is able to apply his/her reasoning to a literary text and present it to the class with a few mistakes, and applies the literary texts to English language teaching with good theoretical knowledge but with some mistakes in the practical aspects.

Grade D (satisfactory): The student is proficient in some themes and works of twentieth-century American literature, knows some specific features of the different periods of modern American literature and is partly aware of the stakes of race and gender. The student can analyse literary texts against the background of the American social history and American democracy only with large gaps in his/her knowledge, is able to apply his/her reasoning to a literary text and present it to the class with a great deal of intervention from the teacher, has a certain amount of theoretical knowledge of how to apply a literary text in English language teaching by the practical execution is largely inefficient.

Grade E (sufficient): The student has a minimal command of the themes and works of twentieth-century American literature, knows just a few specifics of the periods of modern American literature and is hardly aware of the stakes of race and gender. He/she can point out very few relevant aspects of American social history and American democracy in the works discussed, is able to apply his/her arguments to a literary text and present it to the class only with major mistakes, and can minimally rely on his/her theoretical knowledge to apply a literary text to English language teaching.

Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Activities/presentations during the seminars (20 points/percent) Test (20 points/percent) A minimum of 60% of the points of the continuous assessment (= 24 points) is a prerequisite for the completion of the course. Final exam (60 points/percent): Oral exam during the examination period (60 points/percent)

### **Learning outcomes:**

Objectives and learning outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

Students will be familiar with canonical texts of twentieth-century American literature. Students become aware of the socio-political contexts of seminal American works. Students will understand the development of the literary genres of poetry, prose, and drama in modern American literature and know about the principles and strategies of the analysis of American literary text. Students understand the role and significance of these works in cultural studies and literary theoretical contexts. Students will learn strategies of using literary texts in English language teaching and of incorporating various media forms in the classroom.

Skills:

Students critically analyse works and their social and cultural contexts to reflect on individual and pedagogical needs. Students will be able to select quality works appropriately in relation to instructional objectives to expose elementary and middle school students to a variety of literary expression and thereby enable them to self-reflect. Students will also be able to appropriately apply a variety of media representations of literary works to the EFL lesson plan as an innovative method of student-centred learning for any ISCED and any CEFR language level, using a variety of appropriate learning tasks and organisational forms of teaching. Students develop broader analytical skills and will be able to discuss independently, in pairs and in groups.

**Competences:**

Students will be able to argue, present, and defend their views and opinions. Students critically engage with written texts and think critically about basic psychological, social, and cultural issues that are relevant not only for their own experience, but also for their identity as competent, knowledgeable, responsive, and understanding teachers in Slovak primary and secondary education representing a humanistic approach to pupils.

**Class syllabus:**

Course contents

Major themes of the course:

Periods of American literature

Literature of the turn of the century (Local Colour, Psychological Realism, Naturalism)

Modernism: The Lost Generation, Modernist Poetry

The diversity of the novel after 1945

Anti-War protest: The Beat Generation

Post-modernism: Post-modernist fiction

Ethnic voices: The Southern novel, the Afro-American novel, Jewish, Chinese-American, Hispanic and Native American literature

Feminist and LGBTQ literature

Ecocriticism and environmental writers

American drama

Through the above course contents and methods of education, the student acquires knowledge, develops his/her didactic skills, and competences corresponding to the profile of a graduate of the Master's degree in the study programme of Teaching of English Language and Literature in Combination.

**Recommended literature:**

Compulsory readings

CHILDS, P. and FOWLER, R. (2006). The Routledge Dictionary of Literary Terms. London: Routledge. [https://www.uv.es/fores/The\\_Routledge\\_Dictionary\\_of\\_Literary\\_Terms.pdf](https://www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf)

GENETTE, G. (1980). Narrative Discourse. Ithaca: Cornell University Press.

<https://15orient.com/files/genette-on-narrative-discourse.pdf>

JAVORČÍKOVÁ, J. (2017). A Compendium of American Literature. Bratislava: F-Z LINGUA.

POWELL, J. (1998). Postmodernism for Beginners. New York: Writers and Readers Publishing.

Primary sources as required by the course description

Recommended readings

EAGLETON, T. (1996). Literary Theory. Minneapolis: University of Minnesota. [https://mthoyibi.files.wordpress.com/2011/05/literary-theory\\_an-introduction\\_terry-eagleton.pdf](https://mthoyibi.files.wordpress.com/2011/05/literary-theory_an-introduction_terry-eagleton.pdf)

JAMESON, F. (2007). The Modernist Papers. London: Verso.

[https://monoskop.org/images/d/da/Jameson\\_Fredric\\_The\\_Modernist\\_Papers.pdf](https://monoskop.org/images/d/da/Jameson_Fredric_The_Modernist_Papers.pdf)

**Languages necessary to complete the course:**

English, Slovak



<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 242						
A	ABS	B	C	D	E	FX
43,39	0,0	17,36	11,98	14,05	9,5	3,72
<b>Lecturers:</b> Dr. habil. Tamás Karáth, PhD.						
<b>Last change:</b> 14.10.2023						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde003/22	<b>Course title:</b> Modern English literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 1L+1S Teaching mode: in-person, combined Number of hours per week: 2 Number of hours per semester: 22 Student workload: 75 hours in total Direct teaching = 22 h, continuous home preparation = 11 h, preparation for oral presentation or progress tests during the semester = 10 h, preparation for the final oral exam = 32 h Teaching methods Lecture, dialogic methods (debate, discussion, colloquium), analysis of video recordings (film extracts or relevant social events), heuristic method, students' presentation of their own conclusions, guided self-study	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (40 points/percent): Progress test (40 points/percent) The progress tests (taken during the semester) is aimed at determining the command of theoretical knowledge and the ability to apply it practically to a text and literary work, as well as the ability to systematically analyse a literary text, critically evaluate it and develop an attitude towards the topic. Creative use of the text for pedagogical application is also being monitored. Final assessment (60 points/percent): The final oral exam (60 points/percent) is aimed at determining students' command of theoretical knowledge of the subject, including literary terminology and its application to a literary text and work, as well as students' ability to explain connections and contexts of various topics, analysis of a literary work discussed in class). Grading:	

100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

Grade A (excellent - excellent results): The student is aware of the terminology and can identify tropes and figures in a new text, he/she knows the origin and development of literary movements and genres of modern English literature as well as representative works and social and pedagogical contexts of modern English and Anglophone literature. He/she understands the context and the origin and development of literary movements and genres, he/she can apply all studied terms to a new literary work and text. In the progress test, students demonstrate systemic knowledge and its application).

Grade B (very good): The student masters the core knowledge of modern English literature listed in (A) with less serious errors and inaccuracies, he/she understands the substantial contexts of rise and development of literary movements and genres of the modern period. In the progress test, he/she demonstrates systemic knowledge and its application, with minor errors).

Grade C (good - regular reliable work): The student masters a substantial part of the core knowledge of modern English literature, however, with quite a few errors and inaccuracies. He/she understands most of the contexts of the origin and development of literary trends and genres of the modern period, he/she can apply some terms to a new literary work and text. In the progress test, he/she demonstrates essential knowledge and its application, with several errors).

Grade D (satisfactory): The student masters a substantial part of the core knowledge of modern English literature, however, with numerous errors and inaccuracies. He/she understands some of the contexts of the origin and development of literary movements and genres of the modern period, however, cannot apply some terms on a familiar literary work, text. In the progress test, he/she demonstrates some essential knowledge and their application, however, with numerous errors).

Grade E (sufficient): The student only knows some core knowledge of modern English literature, with numerous errors and inaccuracies, understands only some contexts of the origin and development of literary movements and genres, but he/she cannot apply terms to familiar literary work, text. In the progress test, he/she does not demonstrate essential knowledge and their application).

Grade FX (insufficient - additional work is required): The student does not display core knowledge of modern English literature, or his/her knowledge contextless, with excessive errors and inaccuracies. He/she does not understand the context of and development of literary movements and genres of the modern period, cannot apply the studied terms to a familiar and unfamiliar literary work and text. In the progress test, the student does not demonstrate essential knowledge and their application).

Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Progress test (40 points/percent) The progress tests (taken during the semester) is aimed at determining the command of theoretical knowledge and the ability to apply it practically to a text and literary work, as well as the ability to systematically analyse a literary text, critically evaluate it and develop an attitude towards the topic. Creative use of the text for pedagogical application is also being monitored. Final assessment (60 points/percent): The final oral exam (60 points/percent) is aimed at determining students' command of theoretical knowledge of the subject, including literary terminology and its application to a literary text and work, as well as students' ability to explain connections and contexts of various topics, analysis of a literary work discussed in class).

### **Learning outcomes:**

Objectives and learning outcomes:

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

Knowledge:

The student...:

- is aware of the core knowledge of Modern English Literature, i.e. gained overview of the discipline, understands tendencies in the development of modern English language and literature,
- understands the principles upon which the development of basic literary trends in English and Anglophone literature in the modern era occurred,
- is aware of the development of literary genres of poetry, prose and drama in modern English literature, and understands the diachronic and synchronic relations of genres,
- is aware of representative and special literary works of the modern era, recognizes the tropoical attributes of literary texts, artistic devices, tropes and figures,
- can interpret, explicate and compare studied works, can synthesize from various literary sources, is aware of the pedagogical context of literature and implementation of literature to EFL teaching.
- is aware of strategies for the use of literary text in pedagogy and how to implement various media into EFL teaching via literature.

Skills:

The student...:

- is able to use artistic (primary) and academic (secondary) literary sources,
- is able to apply principles of literary criticism,
- can analyse the latest knowledge of the discipline, can apply analytical-critical and linguistic thinking, leading to creativity and empathy,
- is cultivating skills to communicate fluently on professional aspects of literature and culture in English at C1 level,
- has acquired digital skills, can search for relevant information in the digital space and work in the digital learning environment Moodle,
- can actively use various methods for implementation of literary texts to EFL teaching.

Competences:

The student...:

- can reflect a literary work in the context of the changing 21st century society and its values,
- can read and interpret literature (fiction and academic sources) in English,
- is aware of self-knowledge strategies leading to deepening of his/her metacognitive awareness, can respect psychic hygiene principles,
- knows how to plan and organize his/her education and how to use self-study strategies,
- can read professional literature in foreign language,
- is able to argue, present and defend his/her opinions and positions, can communicate effectively in a group and solve professional problems as a part of team,
- has acquired literary and intercultural competences,
- has gained prerequisites for his/her active involvement in professional life.

### **Class syllabus:**

Course contents:

Main themes of the course:

Introduction to modern English literature and periodization of literary trends (from the beginnings to the 19th century). Fin de siècle and Modernism. Post-war literature, Angry young men and Working-class novel. Postmodernism. Literature of minorities and world literature written in English. Literature written by women. British humour. English drama and poetry of the 20th and 21st centuries. Selected issues of contemporary and Commonwealth literature. Literature, culture and its pedagogical and translation-related implications.

Through the mentioned content of the subject and the use of the mentioned methods of education, students acquire knowledge, develop their cultural awareness and competences corresponding to the profile of a master's degree graduate in the study program teaching English language and literature in combination. Through the aforementioned subject contents and via the aforementioned educational methods, students acquire knowledge, develop their didactic skills and competences

corresponding to the bachelor profile of a graduate in the study program English language and literature teaching (combination)

**Recommended literature:**

Compulsory reading:

JAVORČÍKOVÁ, J. (2015, re-edition 2017). A Compendium of English Literature: An Annotated Companion to English Literature and Literary Theory. Banská Bystrica: Belianum.

JAVORČÍKOVÁ, J. (2014). Contemporary Literature in English: Selected Historical, Social and Literary Contexts. Hradec Králové: Gaudeamus.

JAVORČÍKOVÁ, J. (2018). World Literature. Bratislava: Z-F Lingua.

Recommended reading:

BAŠTÍN, Š., OLEXA, J. and STUDENÁ, Z. (1993). Dejiny anglickej a americkej literatúry. Bratislava: Obzor. (selected chapters)

CUDDON, J. (1998, re-edition 2000). Dictionary of Literary Terms and Literary Theory. London: Penguin. (selected entries)

EAGLETON, T. (1983, re-edition 2000). Literary Theory. Minneapolis: University of Minnesota.

FORD, B. (1983). The New Pelican Guide to English Literature 8. London: Penguin Books.

JAVORČÍKOVÁ, J. (2013). Nové metódy integrácie dramatických aktivít - dialóg, skeč, komiks a "reader's theatre" do výučby anglického jazyka = New methods of integrating drama activities - dialogue, sketch, comics and reader's theatre into English language acquisition.

In Determinanty pregraduálnej prípravy učiteľov anglického jazyka 2: Monografia Katedry anglistiky a#amerikanistiky. Banská Bystrica: UMB.

JAVORČÍKOVÁ, J. (2010). Literárny a kultúrny artefakt v procese výučby = Literary and cultural artefact in the process of teaching. In Philologia: Zborník Filozofickej fakulty Univerzity Komenského. LXV.

The aforementioned sources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 269

A	ABS	B	C	D	E	FX
35,69	0,0	25,28	21,19	9,29	5,95	2,6

**Lecturers:** Mgr. Diana Židová, PhD.

**Last change:** 14.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde010/15		<b>Course title:</b> Pedeutology				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 36						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde010/15		<b>Course title:</b> Pedeutology				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 36						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 03.09.2016						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde017/22	<b>Course title:</b> Personal and social development
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 24s <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed by assessment. Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion. A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of	



experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.

Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.

A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.

A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way. The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.

The student after completing the course:

- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.						
<b>Class syllabus:</b> Brief outline of the course: 1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education 2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas 3. Experiential and active social learning: models and theories of learning, methods and techniques. 4. Experiential and active social learning: space, tools, rules and challenging situations. 5. The school class as a group (the position, status and role of the individual in the group). 6. Group dynamics - group dynamics.						
<b>Recommended literature:</b> Compulsory reading: HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 <a href="https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf">https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf</a> LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0 LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0. Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a 11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7 Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webových stránkach Štátneho pedagogického ústavu: Štátny pedagogický ústav - ŠPÚ ( <a href="http://statpedu.sk">statpedu.sk</a> ) Recommended reading: HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124 HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9 KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939						
<b>Languages necessary to complete the course:</b> Slovak and Czech language						
<b>Notes:</b> subject with a psychological focus, in the study plan marked *) The subject is usually implemented in the form of block teaching or continuously during the semester.						
<b>Past grade distribution</b> Total number of evaluated students: 227						
A	ABS	B	C	D	E	FX
93,83	0,0	0,0	0,44	0,0	0,0	5,73
<b>Lecturers:</b> Mgr. Miroslava Lemešová, PhD.						

<b>Last change:</b> 10.11.2022
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde017/22	<b>Course title:</b> Personal and social development
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 24s <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed by assessment. Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion. A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of	

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.

Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.

A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.

A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way. The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.

The student after completing the course:

- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.						
<b>Class syllabus:</b> Brief outline of the course: 1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education 2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas 3. Experiential and active social learning: models and theories of learning, methods and techniques. 4. Experiential and active social learning: space, tools, rules and challenging situations. 5. The school class as a group (the position, status and role of the individual in the group). 6. Group dynamics - group dynamics.						
<b>Recommended literature:</b> Compulsory reading: HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 <a href="https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf">https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf</a> LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0 LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0. Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a 11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7 Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webových stránkach Štátneho pedagogického ústavu: Štátny pedagogický ústav - ŠPÚ ( <a href="http://statpedu.sk">statpedu.sk</a> ) Recommended reading: HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124 HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9 KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939						
<b>Languages necessary to complete the course:</b> Slovak and Czech language						
<b>Notes:</b> subject with a psychological focus, in the study plan marked *) The subject is usually implemented in the form of block teaching or continuously during the semester.						
<b>Past grade distribution</b> Total number of evaluated students: 227						
A	ABS	B	C	D	E	FX
93,83	0,0	0,0	0,44	0,0	0,0	5,73
<b>Lecturers:</b>						

<b>Last change:</b> 10.11.2022
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde013/22	<b>Course title:</b> Personalities of Slovak History of the 19th Century
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, 22 hours total per semester, combined form; (primarily in person) Student workload: 2PS (2 credits): 11 x 2 hours of direct instruction = 22 hours; 20 hours preparation for continuous assessment; 18 hours preparation for the presentation of the seminar paper. 60 hours of student work in total. Educational methods: analysis of texts and explanations; discussion/colloquium on the topic; problem-solving exercises; discussion of the topic; e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the interim evaluation. The student prepares a seminar paper according to the assignment. The student submits the seminar paper at the end of the semester. The student presents the results of the seminar work during the semester. The rating is awarded on a scale: A (excellent - excellent results, the student is oriented in the issue, has mastered it, demonstrates a creative approach and the ability to think critically), B (very good - above average standard, the student is knowledgeable about the subject matter, but critical thinking is borderline), C (good - normal reliable work, the student does know his/her way around the subject, has learned the subject, but cannot apply the knowledge gained to practice), D (satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (insufficient - extra work is required, the student cannot navigate the issues, does not master the most basic knowledge, and does not demonstrate the ability to think critically).	
<b>Learning outcomes:</b> The student acquires in-depth knowledge and knowledge about essential personalities of the Slovak national movement in the 19th century. He/she receives information about their participation in the	



political, cultural and national life of Slovaks. The student will be able to analyse and evaluate the contribution and involvement of these personalities in the Slovak national movement in the context of Hungarian history. The student strengthens the communication skills necessary for presenting his/her work results. When creating, the student develops creativity, originality and the ability to critical thinking. By analysing contemporary sources, the student learns to think in historical terms and can compare and evaluate the stature of personalities in Slovak history. The student can select and evaluate information from available sources (archives, digital collections, literature).

**Class syllabus:**

In each lesson, students will be introduced to the life and work of selected personalities through analysing their texts. Among the personalities of Slovak history of the 19th century, attention will be focused on the most significant personalities of the Slovak national movement in the 19th century.

Anton Bernolák

Juraj Fándly

Ján Kollár

P. J. Šafárik

Eudovít Štúr

J. M. Hurban

K. Kuzmány

Š. M. Daxner

J. Francisci

S. H. Vajanský

Š. Moyses

Elena Maróthy Šoltésová

Andrej Hlinka

**Recommended literature:**

Compulsory readings:

PODOLAN, Peter – VIRŠINSKÁ, Miriam: Slovenské dejiny III. Bratislava : LIC, 2015. Selected documents by personality from various contemporary sources.

Published correspondence of individual personalities, contemporary newspapers, and magazines.

Dokumenty k slovenskému národnému hnutiu v rokoch 1848 – 1918. I. – III. Zost. F. BOKES. Bratislava, 1962.

LETZ, Róbert: Andrej Hlinka vo svetle dokumentov. Bratislava : PostScriptum, 2014. Pramene k dejinám Slovenska a Slovákov IX. - XII. Bratislava: LIC.

Recommended readings:

VIRŠINSKÁ, M.: Cirkevná a kňazsko-kazateľská činnosť. In: J. M. Hurban : Prvý predseda SNR. Bratislava, 2017, s. 127-142.

FRANCISCI, J.: Vlastný životopis. Črty z doby moysesovskej. Bratislava 1956.

HUČKO, J.: Michal Miloslav Hodža. Bratislava 1970.

DAXNER, Š. M.: V službe národa. Bratislava 1958.

Kol. Jozef Miloslav Hurban – prvý predseda slovenskej národnej rady. Bratislava NR : SR, 2017.

GOLIAN, Ján – MOLDA, Rastislav: (Ne)obyčajný život farára. Banská Bystrica: S4HS, 2018.

LETZ, Róbert – MULÍK, Peter: Pohľady na osobnosť Andreja Hlinku. Martin : MS, 2009.

HOLEC, Roman: Andrej Hlinka. Otec národa? Bratislava : Marenčin, 2020.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 145						
A	ABS	B	C	D	E	FX
64,14	0,0	24,83	3,45	0,0	2,76	4,83
<b>Lecturers:</b> Mgr. Miriam Viršínská, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde003/22	<b>Course title:</b> Personality in history
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, the total for semester 22 hours, combined; (primarily full-time) Student workload: 2PS (4 credits): 11 x 2 hours of direct instruction = 22 hours; 40 hours of midterm preparation, 38 hours preparation for presentation of seminar work. 100 hours of work in a total of 100 student hours. Learning methods: problem-based discussion/colloquium on the subject; problem-based problem solving; e-learning.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 50% of the interim and 50% of the final evaluation. The student takes the test during the semester and develops a project focused on a specific historical figure for the final assessment. The project is designed didactically-historically. 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. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student is familiar with the subject matter, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable and proficient in the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student knows his/her way around the issue, has learned, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is partial, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)	

**Learning outcomes:**

Students will acquire knowledge about the role and place of personality in history. They will learn to orient themselves in the basic categories and criteria that apply to historic personalities. They will be able to find relevant information about personalities in archives, libraries, specialised research centres and internet databases. They will learn to analyse and critically evaluate the life and work of personalities and prepare high-quality projects on them. They can make closer links between general and national history through them.

**Class syllabus:**

The course introduces students to the phenomenon of personality in history.

It introduces the importance of personality in history within national and general history. It concentrates on the issue of how to teach about personalities within the subject of history at primary and secondary schools. The course focuses on the following focal topics:

- Where to find information about personalities
- What is a historical personality
- What makes a personality a personality (historical-philosophical reflection on the role of personality in history)
- An attempt at typology and personality (interdisciplinarity, the intersection between historiography, philosophy, psychology and sociology)
- Personality in general and national history, the question of the personalisation of history
- Personality and power
- Personality and culture
- Slovak personalities in the world
- World personalities in Slovakia
- How to teach about personalities in schools
- Personalities in history textbooks

**Recommended literature:**

Compulsory readings:

MACKOVÁ, M.: Paradigma osobnosti v slovenskom kultúrnom priestore. Bratislava : Eurokódex, 2015.

MAŤOVČÍK, A. – PARENIČKA, P.: Biografistika. Martin : Slovenská národná knižnica, 2005.

PARENIČKA, Pavol: Cvičenia z biografistiky. Žilina : EDIS, 2017.

Recommended readings:

ADERHOLD, K. (ed.): Tvorcovia svetových dejín. Zv. 1. – 4. Bratislava : SPN, Mladé letá, 2002 – 2004.

BÁRTA, M. – KOVÁŘ, M.: Lidé a dějiny. K roli osobnosti v historii v multidisciplinární perspektivě. Praha : Academia, 2017.

DRAPELA, V. J.: Přehled teorií osobnosti. Praha : Portál, 1997.

DÜLMEN, van Richard: Historická antropologie: Vývoj – Problémy – Úkoly. Praha : DOKOŘÁN, 2002.

FERENČUHOVÁ, B. a kol.: Biografia a historiografia. Slovenský, český a francúzsky pohľad. Bratislava : Prohistoria, 2012.

GREGUŠ, C.: Slovenskí rodáci svetu. Trnava : SSV, 1999.

HALL, C. S. – Lindzey, G.: Psychológia osobnosti. Bratislava : SPN, 2002.

MAŤOVČÍK, A. (red.): Biografický lexikón Slovenska. Zv. 1 – 5. Martin : SNK, 2002 – 2013.

ORTEGA, Y – GASSET, J.: Vzpoura davů. Praha : Naše vojsko, 1993.

PECKA, D.: Člověk a dějiny. Praha : Vyšehrad, 1969. SMÉKAL, Vladimír: Pozvání do psychologie osobnosti: člověk v zrcadle vědomí a jednání. Brno : Barrister&Principal, 2007.

**Languages necessary to complete the course:**

Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 227						
A	ABS	B	C	D	E	FX
66,08	0,0	28,63	2,64	2,2	0,0	0,44
<b>Lecturers:</b> prof. PhDr. Róbert Letz, PhD., Mgr. Filip Lopuch						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde003/22	<b>Course title:</b> Philosophical anthropology and axiology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: Midterm/final grade weighting: 100/0, the course is completed with an evaluation. The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage. Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage. C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages. D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage. E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages. Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning objectives and outcomes and transferable competences:	

The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-axiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.

### **Class syllabus:**

Brief outline of the course:

Possibilities of conceptualizing anthropological issues in the sciences and in philosophy. Limits of the scientific way of affirmation of the anthropological problematic. Basic conceptual and methodological problems associated with the thematization of man in philosophy. Typology of philosophical reflections of man according to different expert points of view. Substantial and non-substantial approaches to man and their worldview and pedagogical implications. Philosophical reflection on the relational relations in which man finds himself in the world: man and nature, man and society, man and technology, man and the sphere of the transcendent. Mapping the demarcation lines between the animal and the human, between the human and the posthuman. Philosophical critique of some concepts of normality and ideas about the ideal status of man, which have been entrenched in educational theory and practice. The axiological dimension of human existence. The importance of human knowledge for educational sciences. Education for humanism and respect for human dignity as the most essential mission of education.

### **Recommended literature:**

Compulsory reading:

MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 214 s. ISBN 978-80-89256-09-9

Recommended reading:

BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. 54 s. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: <https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf>

GÁLIK, S. (2008) Filozofická antropológia. Bratislava: Iris. 159 s. ISBN 978-80-89256-23-5.

NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. 224 s. ISBN 978-80-8200-057-6.

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

slovak language

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 1001

A	ABS	B	C	D	E	FX
29,97	0,0	19,58	22,08	16,38	10,89	1,1

**Lecturers:** doc. PhDr. Branislav Malík, CSc.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde003/22	<b>Course title:</b> Philosophical anthropology and axiology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: Midterm/final grade weighting: 100/0, the course is completed with an evaluation. The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required. The rating is awarded on a scale: And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage. Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage. C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages. D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage. E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages. Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning objectives and outcomes and transferable competences:	



The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-axiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.

### **Class syllabus:**

Brief outline of the course:

Possibilities of conceptualizing anthropological issues in the sciences and in philosophy. Limits of the scientific way of affirmation of the anthropological problematic. Basic conceptual and methodological problems associated with the thematization of man in philosophy. Typology of philosophical reflections of man according to different expert points of view. Substantial and non-substantial approaches to man and their worldview and pedagogical implications. Philosophical reflection on the relational relations in which man finds himself in the world: man and nature, man and society, man and technology, man and the sphere of the transcendent. Mapping the demarcation lines between the animal and the human, between the human and the posthuman. Philosophical critique of some concepts of normality and ideas about the ideal status of man, which have been entrenched in educational theory and practice. The axiological dimension of human existence. The importance of human knowledge for educational sciences. Education for humanism and respect for human dignity as the most essential mission of education.

### **Recommended literature:**

Compulsory reading:

MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 214 s. ISBN 978-80-89256-09-9

Recommended reading:

BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. 54 s. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: <https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf>

GÁLIK, S. (2008) Filozofická antropológia. Bratislava: Iris. 159 s. ISBN 978-80-89256-23-5.

NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. 224 s. ISBN 978-80-8200-057-6.

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

slovak language

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 1001

A	ABS	B	C	D	E	FX
29,97	0,0	19,58	22,08	16,38	10,89	1,1

**Lecturers:** doc. PhDr. Branislav Malík, CSc.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde016/22	<b>Course title:</b> Political Processes in Czechoslovakia after 1948
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Two hours lecture/week, 22 hours total per semester, combined; (primarily full-time) Student workload: 2PS (2 credits): 11 x 2 hours of direct instruction = 22 hours; 38 hours of seminar paper preparation; 10 hours of seminar paper presentation preparation. Total 60 hours of student work. Learning methods: discussion/colloquium on the subject; problem-solving, e-learning, project methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. The student will prepare a seminar paper on political trials. This work must be based on relevant historical literature (at least ten sources) and include a didactic-historical dimension. To obtain the final grade of A, a minimum of 91 points is required, and a minimum of 81 points is required for a grade of B points, for a grade C at least 73 points, for a grade D at least 66 points and a grade E at least 60 points. Credit will not be awarded to students who fail any of the four written examinations and score less than 15 points. To pass the course, a minimum of 60% of the grade. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student is familiar with the subject matter, he/she has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the subject, mastery of the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student knows his/her way around the issue, learns, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is partial, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - results meet the minimum criteria, the student can orient only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the problem, does not know the most basic knowledge, and does not demonstrate the ability to think critically)	

**Learning outcomes:**

The course will teach students about one of the most important phenomena of post-1948 history - the fabricated political trials. They will learn about the causes that led to the emergence of trials and the functioning of the power mechanisms they were a part of. They will learn to recognise the nature of totalitarian regimes and be able to discuss the values of democracy. They will be able to analyse the manufactured trial as a social, political and propaganda phenomenon in the domestic and wider international context of the so-called Soviet bloc. They will acquire the ability to think critically and evaluate the recent past objectively.

**Class syllabus:**

Students will learn about the history of Slovakia in the 20th century in a cross-sectional way. It focuses on the key issues of the national history of the 20th century. It will help uncover taboo topics and understand contemporary society and its personalities. It concentrates on these central themes:

- What is the political trial, and what historical sources does it draw on
- Political trial as part of the power mechanism of non-democratic regimes
- An attempt to typologize and categorise political trial
- The image of the enemy in a political trial
- The mechanism of trial formation
- Justice and power
- The most important political trials in the Slovak, Czech-Slovak and Eastern European context
- Reactions of the society to the trials, reactions at home and abroad
- The issue of rehabilitation of victims
- The fate of the actors involved in the trials, their argumentation
- The role of propaganda in the construction of trials - how to teach about trials in schools

**Recommended literature:**

Compulsory readings:

KINČOK, Branislav: Politické procesy na Slovensku v rokoch 1948 – 1954. Bratislava : ÚPN, 2019.

LETZ, R. – MATULA, P. (eds.): Dokumenty k procesu s Viliamom Žingorom a spol. Bratislava : ÚPN, 2009.

LETZ, R. (ed.): Dokumenty k procesu s katolíckymi biskupmi Jánom Vojtaššákom, Michalom Buzalkom a Pavlom Gojdičom. Bratislava : ÚPN, 2007.

Recommended readings:

HALAMOVÁ, V.: Politické procesy v Československu 1949 – 1953. Ostrava : Moravapress, 2014.

IVANOV, M.: Milada Horáková. Justiční vražda. Praha : XYZ, 2018.

JABLONICKÝ, J.: Podoby násilia. Bratislava : Kalligram, 2000.

KAPLAN, K.: Zpráva o zavraždění generálního tajemníka. Praha : Mladá fronta, 1992.

KAPLAN, K.: Nekrvavá revoluce. Praha : Mladá fronta, 1993.

KAPLAN, K. – PALEČEK, P.: Komunistický režim a politické procesy v Československu. Brno : Barrister & Principal, 2001.

Kol.: Zločiny komunizmu na Slovensku 1948 – 1989. 1. a 2. diel. Prešov : Vydavateľstvo M. Vaška, 2001.

MANDZÁK, D. A. (ed.): Dokumenty k procesu s Augustinom A. Machalkom a spol. Bratislava : ÚPN, 2009.

PEŠEK, J.: Odvrátená tvár totality. Bratislava : HÚ SAV, 1998.

PEŠEK, J., LETZ, R.: Štruktúry moci na Slovensku 1948 – 1989. Prešov : Vydavateľstvo M. Vaška, 2004.

**Languages necessary to complete the course:**

Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 168						
A	ABS	B	C	D	E	FX
88,1	0,0	10,12	0,6	0,6	0,0	0,6
<b>Lecturers:</b> prof. PhDr. Róbert Letz, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde026/22	<b>Course title:</b> Practical Language: Presentation Skills
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 50 hours in total Direct teaching = 22 h, home preparation for class (practice of presentation skills, filling in observation sheets) = 12 h, preparation for continuous assessment = 16 hours: Structure, organisation, and design of the presentation = 2.5 h The use of audio-visual material and its implementation in the presentation = 1.5 h Opening and closing parts of the presentation = 2.5 h Coherence and use of signpost language = 2.5 h Language used in the presentation (grammatical and lexical links, hesitations, compensatory mechanisms) = 3 h Non-verbal communication = 2 h Timing of the presentation = 2 h Teaching methods: Monological methods (lectures on presentation skills and strategies), performing methods (role-playing - presenter/debater and audience members), interview method (especially in the evaluation phase of classmates' work), case studies (successful and unsuccessful presentations and their causes), practical methods - presentation on a chosen topic	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): The student will deliver a presentation of agreed length (20 - 40 min according to time availability and number of participants in the course) The following will be assessed during the presentation: Structure, organization, and design of the presentation - 15%	

Use of audio-visual material and its implementation in the presentation - 10%

Opening and closing parts of the presentation - 15%

Coherence of the presentation and use of “signpost language” - 15%

Language used in the presentation (grammatical and lexical devices, hesitations, compensatory mechanisms) - 20%

Non-verbal communication - 10%

Timing of the presentation - 15%

Grading:

100 - 95% A, 94 - 89% B, 88 - 83% C, 82 - 77% D, 76 - 70% E, 69%–0% FX

The student is allowed to ask for an extra final assessment date (if he/she has not attended the assessment for medical or other compelling reasons) but is not allowed to re-take the in-semester assignments. Completing the midterm assessment with any result is a prerequisite for taking the exam.

Grade A (excellent): The student is able to independently create and present a presentation on a given topic. The presentation will be well structured; audio-visual material will be applied appropriately. The student will be able to handle the introductory and concluding parts of the presentation fluently and without hesitation. Throughout the presentation, the student will use English fluently and without hesitation at C1 level and use non-verbal communication appropriately. The student accurately adheres to the timetable of the presentation.

Grade B (very good): The student is able to create and deliver a presentation on the topic with minimal assistance. The presentation is appropriately structured, with some satisfactory incorporation of audio-visual materials. With minimal assistance, the student will be able to handle the introductory and concluding parts of the presentation. Throughout the presentation, the student will use English fluently and without hesitation at C1 level and use non-verbal communication appropriately. The student adheres to the timetable of the presentation with only minor imperfections.

Grade C (good): The student is able to create and present a presentation on the given topic with the help of the teacher, while the presentation has minor deficiencies in structure. Audio-visual material will be partially satisfactorily incorporated in the presentation. The student will be able to handle the introductory and concluding parts of the presentation with help or with hesitation. Throughout the presentation, the student uses English at C1 level with minor hesitation and uses non-verbal communication appropriately. With only minor imperfections, the student adheres to the timetable set for the presentation.

Grade D (satisfactory): The student is able to create and present a presentation on the topic with intensive help from the teacher, while the presentation is deficient in structure. Audio-visual material will be partially satisfactorily incorporated. The student will be able to handle the introductory and concluding parts of the presentation with more intensive help or with hesitation. Throughout the presentation, the student uses English at C1 level with minor hesitations or minor linguistic errors and uses non-verbal communication appropriately. With only minor imperfections, the student adheres to the timetable set for the presentation.

Grade E (satisfactory): The student is able, with support and intensive help from the teacher, to create and deliver a presentation on the topic, while the presentation has weaknesses in structure. Audio-visual material will be partly satisfactorily incorporated. With support and intensive help, and with hesitation, the student will be able to handle the opening and closing parts of the presentation. During the presentation, the student uses English at C1 level with hesitation or more serious language errors and uses non-verbal communication appropriately. The student does not fully adhere to the timetable set for the presentation.

Scale of assessment (preliminary/final): Continuous assessment (100%): The student will deliver a presentation of agreed length (20 - 40 min according to time availability and number

of participants in the course) The following will be assessed during the presentation: Structure, organization, and design of the presentation - 15% Use of audio-visual material and its implementation in the presentation - 10% Opening and closing parts of the presentation - 15% Coherence of the presentation and use of “signpost language” - 15% Language used in the presentation (grammatical and lexical devices, hesitations, compensatory mechanisms) - 20% Non-verbal communication - 10% Timing of the presentation - 15%

### **Learning outcomes:**

Objectives and learning outcomes:

Students will acquire knowledge, skills and competences related to presenting in English.

Knowledge:

The student will become familiar with the latest trends in presentation skills in the English language.

The student will become familiar with presentation platforms, specifically Microsoft Powerpoint, Keynote and online platforms (e.g., Prezi). The student will learn the language necessary for a successful presentation (opening and closing of a presentation, signpost language, linguistic devices to increase the level of coherence of speech). The student will be familiar with the rules for using non-verbal communication and will become familiar with the structure and time management of presentations.

Skills:

The student will be able to use presentation platforms (Powerpoint and Keynote) of their choice.

The student will be able to work with online presentation platforms. The student will be able to use C1 level language necessary to present successfully (be able to use the language and phrases necessary to open a presentation, conclude a presentation, as well as language to increase the level of coherence of a presentation). The student can use verbal and non-verbal communication appropriately. The student will be able to use presentation strategies and compensatory mechanisms in presentation practice. The student will apply time management to his/her own presentation.

Competences:

The student will become a competent presenter. The student is able to practically apply (in his/her own presentation) all the acquired language tools and presentation strategies, is able to adequately argue, present and defend his/her opinions and attitudes while accepting and respecting the opinions of others, is able to communicate effectively, cooperate and solve problems in a team. The student has developed autonomy and responsibility for his/her further professional development

### **Class syllabus:**

Course contents:

Main themes of the course:

Introduction of the presentation, structure, conclusion of the presentation - technical essentials and the language, describing and presenting numerical data and graphs, techniques to engage the audience, Q and A section, working with voice, body language, visual aids, presentation platforms (MS Powerpoint, Keynote, online platforms)

Through the above knowledge, the student has adequately developed presentation skills, has developed analytical-critical thinking, can communicate and solve problems effectively. The student is a competent presenter in both academic and various commercial presentations. The student has developed speaking skills. Linguistically, the student has developed the skills to communicate fluently in English in a variety of specific situations at the C1 level.

### **Recommended literature:**

Compulsory reading:

POWELL, M. (2010). Dynamic Presentations. Cambridge University Press.

Recommended reading:

WILLIAMS, E. J. (2008). Presentations in English. Oxford: Macmillan.

The resources are available in Slovak bookshops and libraries.						
<b>Languages necessary to complete the course:</b> English, Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 85						
A	ABS	B	C	D	E	FX
61,18	1,18	23,53	10,59	2,35	1,18	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 15.10.2023						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde026/22	<b>Course title:</b> Practical Language: Presentation Skills
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 50 hours in total Direct teaching = 22 h, home preparation for class (practice of presentation skills, filling in observation sheets) = 12 h, preparation for continuous assessment = 16 hours: Structure, organisation, and design of the presentation = 2.5 h The use of audio-visual material and its implementation in the presentation = 1.5 h Opening and closing parts of the presentation = 2.5 h Coherence and use of signpost language = 2.5 h Language used in the presentation (grammatical and lexical links, hesitations, compensatory mechanisms) = 3 h Non-verbal communication = 2 h Timing of the presentation = 2 h Teaching methods: Monological methods (lectures on presentation skills and strategies), performing methods (role-playing - presenter/debater and audience members), interview method (especially in the evaluation phase of classmates' work), case studies (successful and unsuccessful presentations and their causes), practical methods - presentation on a chosen topic	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): The student will deliver a presentation of agreed length (20 - 40 min according to time availability and number of participants in the course) The following will be assessed during the presentation: Structure, organization, and design of the presentation - 15%	

Use of audio-visual material and its implementation in the presentation - 10%

Opening and closing parts of the presentation - 15%

Coherence of the presentation and use of “signpost language” - 15%

Language used in the presentation (grammatical and lexical devices, hesitations, compensatory mechanisms) - 20%

Non-verbal communication - 10%

Timing of the presentation - 15%

Grading:

100 - 95% A, 94 - 89% B, 88 - 83% C, 82 - 77% D, 76 - 70% E, 69%–0% FX

The student is allowed to ask for an extra final assessment date (if he/she has not attended the assessment for medical or other compelling reasons) but is not allowed to re-take the in-semester assignments. Completing the midterm assessment with any result is a prerequisite for taking the exam.

Grade A (excellent): The student is able to independently create and present a presentation on a given topic. The presentation will be well structured; audio-visual material will be applied appropriately. The student will be able to handle the introductory and concluding parts of the presentation fluently and without hesitation. Throughout the presentation, the student will use English fluently and without hesitation at C1 level and use non-verbal communication appropriately. The student accurately adheres to the timetable of the presentation.

Grade B (very good): The student is able to create and deliver a presentation on the topic with minimal assistance. The presentation is appropriately structured, with some satisfactory incorporation of audio-visual materials. With minimal assistance, the student will be able to handle the introductory and concluding parts of the presentation. Throughout the presentation, the student will use English fluently and without hesitation at C1 level and use non-verbal communication appropriately. The student adheres to the timetable of the presentation with only minor imperfections.

Grade C (good): The student is able to create and present a presentation on the given topic with the help of the teacher, while the presentation has minor deficiencies in structure. Audio-visual material will be partially satisfactorily incorporated in the presentation. The student will be able to handle the introductory and concluding parts of the presentation with help or with hesitation. Throughout the presentation, the student uses English at C1 level with minor hesitation and uses non-verbal communication appropriately. With only minor imperfections, the student adheres to the timetable set for the presentation.

Grade D (satisfactory): The student is able to create and present a presentation on the topic with intensive help from the teacher, while the presentation is deficient in structure. Audio-visual material will be partially satisfactorily incorporated. The student will be able to handle the introductory and concluding parts of the presentation with more intensive help or with hesitation. Throughout the presentation, the student uses English at C1 level with minor hesitations or minor linguistic errors and uses non-verbal communication appropriately. With only minor imperfections, the student adheres to the timetable set for the presentation.

Grade E (satisfactory): The student is able, with support and intensive help from the teacher, to create and deliver a presentation on the topic, while the presentation has weaknesses in structure. Audio-visual material will be partly satisfactorily incorporated. With support and intensive help, and with hesitation, the student will be able to handle the opening and closing parts of the presentation. During the presentation, the student uses English at C1 level with hesitation or more serious language errors and uses non-verbal communication appropriately. The student does not fully adhere to the timetable set for the presentation.

Scale of assessment (preliminary/final): Continuous assessment (100%): The student will deliver a presentation of agreed length (20 - 40 min according to time availability and number

of participants in the course) The following will be assessed during the presentation: Structure, organization, and design of the presentation - 15% Use of audio-visual material and its implementation in the presentation - 10% Opening and closing parts of the presentation - 15% Coherence of the presentation and use of “signpost language” - 15% Language used in the presentation (grammatical and lexical devices, hesitations, compensatory mechanisms) - 20% Non-verbal communication - 10% Timing of the presentation - 15%

### **Learning outcomes:**

Objectives and learning outcomes:

Students will acquire knowledge, skills and competences related to presenting in English.

Knowledge:

The student will become familiar with the latest trends in presentation skills in the English language.

The student will become familiar with presentation platforms, specifically Microsoft Powerpoint, Keynote and online platforms (e.g., Prezi). The student will learn the language necessary for a successful presentation (opening and closing of a presentation, signpost language, linguistic devices to increase the level of coherence of speech). The student will be familiar with the rules for using non-verbal communication and will become familiar with the structure and time management of presentations.

Skills:

The student will be able to use presentation platforms (Powerpoint and Keynote) of their choice.

The student will be able to work with online presentation platforms. The student will be able to use C1 level language necessary to present successfully (be able to use the language and phrases necessary to open a presentation, conclude a presentation, as well as language to increase the level of coherence of a presentation). The student can use verbal and non-verbal communication appropriately. The student will be able to use presentation strategies and compensatory mechanisms in presentation practice. The student will apply time management to his/her own presentation.

Competences:

The student will become a competent presenter. The student is able to practically apply (in his/her own presentation) all the acquired language tools and presentation strategies, is able to adequately argue, present and defend his/her opinions and attitudes while accepting and respecting the opinions of others, is able to communicate effectively, cooperate and solve problems in a team. The student has developed autonomy and responsibility for his/her further professional development

### **Class syllabus:**

Course contents:

Main themes of the course:

Introduction of the presentation, structure, conclusion of the presentation - technical essentials and the language, describing and presenting numerical data and graphs, techniques to engage the audience, Q and A section, working with voice, body language, visual aids, presentation platforms (MS Powerpoint, Keynote, online platforms)

Through the above knowledge, the student has adequately developed presentation skills, has developed analytical-critical thinking, can communicate and solve problems effectively. The student is a competent presenter in both academic and various commercial presentations. The student has developed speaking skills. Linguistically, the student has developed the skills to communicate fluently in English in a variety of specific situations at the C1 level.

### **Recommended literature:**

Compulsory reading:

POWELL, M. (2010). Dynamic Presentations. Cambridge University Press.

Recommended reading:

WILLIAMS, E. J. (2008). Presentations in English. Oxford: Macmillan.

The resources are available in Slovak bookshops and libraries.						
<b>Languages necessary to complete the course:</b> English, Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 85						
A	ABS	B	C	D	E	FX
61,18	1,18	23,53	10,59	2,35	1,18	0,0
<b>Lecturers:</b> Mgr. Stephanie Wilbur						
<b>Last change:</b> 15.10.2023						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde008/22	<b>Course title:</b> Practical language C1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 75 hours in total Direct teaching = 22 hours, home preparation (revision + home assignments) = 18 hours, reproduction of a video clip = 7 hours, Reading and Use of Language, part 1, 1–4 = 7 hours, vocabulary test = 3.5 hours, Test Reading and Use of English, parts 1 – 4 = 14 hours), Listening comprehension, part 1 = 3.5 hours Teaching methods: Monological methods: explanations of lexical structures at C1 level (SERR), dialogical methods (conversation on a given topic - lexically corresponds to C1 level - English profile is used as a guide to the language level), performing methods (guided role-play aimed at practising lexical and grammatical structures at C1 level. Guided self-study (home preparation - working with the text and video recordings)	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): Reproduction of a video clip, explanation of the new vocabulary (20%) Reading and Use of English part 1, 4 (20%) Test, vocabulary from the video clips (10%) Reading and Use of English part 1–4 (40%) Listening, part 1 (multiple choice) (10%) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69 – 0% FX	

The student is allowed to re-sit the final test once (if he / she did not take part in the assessment for medical or other compelling reasons). Student is not allowed to re-take the in-semester assignments. The overall assessment is conditioned by completion of the in-semester assignment with any result. Grade A (excellent performance): The student can independently and correctly perform the assigned tasks and complete the assignments. The student can independently and correctly explain English vocabulary without hesitation and can fluently retell a listened or read text using C1 level vocabulary. The student can respond quickly and correctly in the Cambridge Advanced exam format, can complete the information correctly in the time allowed, select the correct one from the information and paraphrase the information with the given vocabulary.

Grade B (very good): The student can perform the tasks and complete the assignments correctly with minimal help from the teacher and team. With minimal help from the teacher and team, the student can explain English vocabulary correctly without hesitation or with minor hesitation and can fluently retell a listened or read text using C1 level vocabulary. The student can respond quickly and correctly in the Cambridge Advanced exam format, can complete the information correctly in the time allowed, select the correct one from the information and paraphrase using the given word.

Grade C (good): The student is able to complete the tasks and complete assignments with minor errors with the help of the teacher and team. With the help of the teacher and the team, the student can explain English vocabulary correctly with minor hesitation and can retell a listened or read text fluently but with excessive use of compensatory strategies (e.g., fillers) using C1 level vocabulary. The student can respond with hesitation but mostly correctly in the format of the Cambridge Advanced exam, can fill in information in the time allowed with fewer errors, select the correct one from the information and paraphrase using the given word.

Grade D (satisfactory): The student can, with intensive help from the teacher and team, perform the tasks and complete the assignments correctly or with minor errors. With intensive help from the teacher and the team, the student can explain English vocabulary with minor errors and hesitations and can retell a listened or read text using C1 (CEFR) level vocabulary with minor errors. The student can respond in the format of the Cambridge Advanced exam, can, with only intensive help while making minor errors, complete the information in the time allowed, select the correct one from the information and paraphrase using the given word.

Grade E (sufficient): The student can only partially complete the assigned tasks and complete assignments with support and intensive help from the teacher and team. With support and intensive help from the teacher and team, the student can partially and hesitantly explain vocabulary in English and can retell a listened or read text using C1 level vocabulary with minor errors. The student can partially respond in the Cambridge Advanced exam format and only with support and intensive help they can partially complete the information, select the correct one and paraphrase using the word in the time allowed.

Scale of assessment (preliminary/final): Continuous assessment (100%): Reproduction of a video clip, explanation of the new vocabulary (20%) Reading and Use of English part 1, 4 (20%) Test, vocabulary from the video clips (10%) Reading and Use of English part 1–4 (40%) Listening, part 1 (multiple choice) (10%)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills, and competences:

Knowledge:

The student will expand his/her vocabulary, know grammatical and lexical structures at C1 level. The student will learn the differences and similarities between language structures in the mother tongue (Slovak) and the structures in the target language (English). The student knows the structural and contextual differences between written and spoken speech. The student has knowledge of

<p>language skills and compensatory strategies. The student will acquire the knowledge necessary to pass the Cambridge Advanced examination.</p> <p><b>Skills:</b></p> <p>The student will be proficient in grammatical and lexical structures at C1 level in spoken and written communication. The student will gain confidence and improve all (receptive and productive language skills). The student will be able to apply the above aspects in communication. The student will develop correct pronunciation. He/she will master the strategies and principles of successful communication and learn to perceive the importance of the communicative context as a compensatory mechanism.</p> <p><b>Competences:</b></p> <p>The student will acquire communicative competence in the English language. The student will be able to understand a wide range of challenging long sentences and fully discern their meaning. He/she will be able to express ideas in a coherent and spontaneous manner without a significant search for expressions. The student will be able to use language effectively and flexibly for social, academic, and professional purposes. The student will be able to argue, present and defend his/her opinions appropriately. The student will be able to produce clear, well-structured, and detailed texts on complex topics. The student is able to communicate effectively, collaborate and solve problems as a team</p>
<p><b>Class syllabus:</b></p> <p>Course contents:</p> <p>Main themes of the course:</p> <p>Complete Advanced, Lessons 8–14: Media and its uses, At full speed, The lifelong process, Living somewhere else, The living world, Health and lifestyle, Moving and living abroad. Cambridge Advanced Listening papers 1–4, Reading and Use of English papers 1–7, speaking parts 1–4.</p> <p>Through the above content, the student is linguistically prepared for teaching practice, has developed the skills to communicate fluently in English in a variety of specific situations at C1 level. The student knows the principles and importance of the application of digital technologies in foreign language education. The student can communicate effectively and has developed presentation and argumentation skills.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory readings:</p> <p>BOOK-HART, G. and HAINES, S. (2014). Complete Advanced. Cambridge University Press.</p> <p>O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.</p> <p>O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.</p> <p>Recommended readings:</p> <p>MCCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use Advanced. Cambridge University Press.</p> <p>MCCARTHY, M. and O'DELL, F. (2017). English Collocations in Use Advanced. Cambridge University Press.</p> <p>The resources are available in the Slovak bookshops and libraries</p>
<p><b>Languages necessary to complete the course:</b></p> <p>English, Slovak</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 241						
A	ABS	B	C	D	E	FX
38,17	0,0	43,98	11,62	4,98	0,83	0,41
<b>Lecturers:</b> Mgr. Stephanie Wilbur						
<b>Last change:</b> 14.10.2023						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KAJL/M-ANGde046/22			<b>Course title:</b> Pragmalinguistics			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b>						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 4						
A	ABS	B	C	D	E	FX
0,0	0,0	100,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde029/22	<b>Course title:</b> Pre-primary Didactics of English Language
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combine Scope (number of hours): 2 per week, 22 per semester Student workload: 50 hours in total Direct teaching = 22 hours, continuous home preparation = 17 hours, creation of a lesson plan focused on the use of the method of “storytelling” and drama, including also the practice of its implementation and preparation of the necessary materials = 7 hours, a presentation of a selected innovative method applied in teaching pupils of pre-primary education and preparation of a practical demonstration = 4 hours Teaching methods: Brief explanation of the particular topics/subject matter, solving problem-solving tasks and assignments, dialogic methods (debate, discussion, colloquium), brainstorming, mind maps, case studies, the methods of inscenation	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KAJL/M-ANGde002/22 - English Language Didactics	
<b>Recommended prerequisites:</b> M-ANGde032 English Language Didactics	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): Creation of a lesson plan focused on the use of the method of storytelling and drama (45 points) Preparation of materials for the lesson based on using storytelling and drama, e.g. creation of cards, puppets etc. (20 points) A presentation on a selected innovative method applied in teaching pupils in pre-primary education (35 points) Grading: 100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX	

Grade A (excellent): The student is able to independently create his/her own lesson plan by applying the method of “storytelling” and drama, demonstrates an excellent level of analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.

Grade B (very good): The student, with minimal help from the teacher, is able to create his/her own lesson plan by applying the method of “storytelling” and drama, demonstrates a very good level of analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.

Grade C (good): The student, with the help of the teacher, is able to create, with minor errors, his/her own lesson plan by applying the method of “storytelling” and drama, demonstrates, despite minor errors, a good level of analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.

Grade D (satisfactory): The student only with the intensive help of the teacher can create a lesson plan by applying the method of storytelling and drama, only with the intensive help of the teacher, the student can apply the analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.

Grade E (sufficient): The student only with the support and intensive help of the teacher can partially create a lesson plan by applying the method of storytelling and drama, the student only with very intensive help and support of the teacher can apply the analysis and synthesis of knowledge in the search for and processing of information about the selected innovative method.

Scale of assessment (preliminary/final): Continuous assessment (100%): Creation of a lesson plan focused on the use of the method of storytelling and drama (45 points) Preparation of materials for the lesson based on using storytelling and drama, e.g. creation of cards, puppets etc. (20 points) A presentation on a selected innovative method applied in teaching pupils in pre-primary education (35 points)

### **Learning outcomes:**

Learning objectives and outcomes

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

- The student knows the theoretical principles of designing and planning English language teaching in pre-primary education, knows the individual characteristics of pupils in pre-primary education, knows the principles of the student-centred approach and understands their importance for making learning and teaching English in pre-primary education more effective.
- The student knows the methods of foreign language teaching applied in teaching English in pre-primary education.

Skills:

- The student is familiar with relevant didactic publications and materials, can analyse and select them with regard to teaching objectives and specifics of preschool learners, can create a lesson plan by applying innovative methods and can demonstrate how he/she would teach preschool learners using the method of "storytelling" and drama.
- The student is able to apply the acquired theoretical knowledge while solving didactic tasks and problem-solving tasks and is able to analyse, evaluate and create teaching materials, analyse and evaluate study programmes for a given age category.

Competences:

- The student has adequately developed analytical, critical, pedagogical and psychological thinking, thanks to which he/she is able to use the acquired knowledge adequately when teaching English.
- The student is able to solve didactic tasks in cooperation with his schoolmates when working in a team, has adequately developed presentation and argumentation skills, through which he/she can present his/her opinions.

**Class syllabus:**

Course contents:

Main themes of the course:

Developmental characteristics of preschool pupils; speech development; second language acquisition, bilingualism - through brainstorming, students will present their opinions about teaching English to preschool pupils. They solve problem-solving tasks aimed at evaluating the appropriateness of different types of tasks and assignments in teaching of preschool pupils. Through a brief explanation of the subject matter, they are introduced to the theoretical knowledge of bilingualism and analyse specific case studies of bilingual families and present their views on bilingual education. Through videos depicting speech development at different stages of development, students try to describe the particular stages of speech development and the impact this has on learning of English as a foreign language. They discuss it in groups.

Montessori method and language development; the use of art (songs, art education) in teaching English - through videos about the Montessori method, discussion and mind maps, students will draw out the main principles of the Montessori method and its use in teaching English. They will design an English lesson with implemented elements of Montessori pedagogy. Building on the knowledge of the multisensory approach from the course "Didactics of English Language for Young Learners", they will evaluate the contribution of art when learning English and through experiential learning, students will become familiar with different activities that can be used in teaching English and they will evaluate them.

Innovative methods of teaching English in pre-primary education (WattsEnglish, Helen Doran, Hocus Lotus, English Immersion Club, etc.) - each student, through the study of the literature, will prepare a presentation on the selected innovative method, in which he/she will present its theoretical and methodological background, will prepare a demonstration of this method and then will discuss its positives and negatives with his/her schoolmates.

Storytelling and drama in English language teaching in pre-primary education - through a mind map students will write down what a story should contain (introduction, core, conclusion, characters, setting, etc.), they will get familiar with simple English stories that are suitable for pupils in pre-primary education. They will practise different dramatic techniques and try to perform a story. They will then create their own story with the necessary activities, using drama, and perform it in front of their classmates, who will evaluate it.

**Recommended literature:**

Compulsory readings:

LOJOVÁ, G. (2011). Individuálne osobitosti pri učení sa cudzích jazykov 1. Niektoré psychologické aspekty učenia sa a#vyučovania cudzích jazykov. Bratislava: Univerzita Komenského v#Bratislave. (selected chapters)

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

MONTESSORIOVÁ, M. (2012). Tajuplné d#tství. Praha: TRITON.

PHILIPS, S. (1999). Drama with Children. Oxford University Press.

REILLY, V. and WARD, S. M. (1997). Very Young Learners. Oxford University Press.

WRIGHT, A. (1995). Storytelling with Children. Oxford University Press.

Recommended readings:

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

KROLL, J. F. and de GROOT, A. M. B. (2005). Handbook of Bilingualism: Psycholinguistic approaches. Oxford University Press.

WRIGHT, A. (2002). Art and Crafts with Children. Oxford University Press.

**Languages necessary to complete the course:**

English, Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 24						
A	ABS	B	C	D	E	FX
54,17	0,0	33,33	8,33	4,17	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 15.10.2023						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde027/22	<b>Course title:</b> Preparation for CA Test
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching method: in-person, combined Number of hours: 2 per week, 22 per semester Student workload: 50 hours in total Direct teaching = 22 h, continuous home preparation for class (revisioning + homework) = 12 h, preparation for course assessments = 16 h: Continuous assessment: short in-semester tasks= 6 h Final test = 10 h Teaching methods: The choice of methods will follow the format of the Cambridge Advanced tests. Monologue methods (explaining strategies to pass the exam according to each skill and part of the exam), dialogic methods (mainly in the Cambridge Advanced speaking part of the exam - parts 1 - 4 but also in other parts mainly discussion based on the read or heard text, staging methods - guided role-play (examiner and examinee/examined), practical exercises (doing practice exercises, activities and tasks in the format of the Cambridge Advanced test), guided self-study (regular home preparation by students (working with sample tests)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100%): Short in-semester tests: Listening part 1, 2 (multiple choice, fill-in tasks) – 20% Reading and Use of English part 1, 2 (multiple choice, fill-in tasks) – 20% Final test at the end of the semester in the form of Cambridge Advanced Listening parts 1–4 (multiple choice, fill-in tasks, matching the statement to the speaker) – 20%	

Reading and Use of English, part 1 (multiple choice, fill-in tasks, word formation, paraphrasing using the given word, multiple choice, adding the correct missing paragraph, matching the text) – 40%

Grading:

100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX

A student is entitled to ask for an alternative date of final assessment (in case of medical or other compelling reasons); in-semester assignments cannot be resat.

Passing the midterm assessment with any result is a prerequisite for passing the exam.

Grade A (excellent): The student can independently and correctly perform the assigned tasks and develop assignments. The student is able to respond fluently and without hesitation using C1 level vocabulary. The student is able to respond quickly and correctly orally, completing the information correctly, selecting the correct one from the information and paraphrasing using the given word in the time allowed.

Grade B (very good): The student is able to perform assigned tasks and produce assignments correctly with minimal assistance from the instructor and team. With minimal assistance from the instructor and/or team, the student can respond using C1 level vocabulary. The student is able to complete the information quickly and correctly orally, complete the information correctly in the time allotted, select the correct one from the information, and paraphrase using the given word.

Grade C (good): The student is able to perform assigned tasks and produce assignments correctly with the help of the teacher and team. The student is able to respond using C1 level vocabulary with the help of the teacher and/or team. The student is able to respond orally with minor hesitations and minor errors, completing information correctly, selecting the correct one from the information and paraphrasing using the word in the time allowed.

Grade D (satisfactory): The student can, with intensive help from the teacher and/or team, perform the assigned tasks and produce assignments partially correctly and with hesitation. With intensive help from the teacher and/or team, the student can respond using C1 level vocabulary. The student can respond orally with hesitation and minor errors, can complete information partially correctly, select the correct one from the information and paraphrase using the given word in the given time.

Grade E (sufficient): The student can only partially perform the given tasks and produce assignments correctly and with significant hesitation, with support and intensive help from the teacher and/or team. With support and intensive help from the teacher and/or the team, the student can respond using C1 level vocabulary with significant hesitation. The student can respond orally with hesitation and only partially correctly, can complete information partially correctly, select the correct one from the information and paraphrase using the given word in the given time.

Scale of assessment (preliminary/final): Continuous assessment (100%): Short in-semester tests: Listening part 1, 2 (multiple choice, fill-in tasks) – 20% Reading and Use of English part 1, 2 (multiple choice, fill-in tasks) – 20% Final test at the end of the semester in the form of Cambridge Advanced Listening parts 1–4 (multiple choice, fill-in tasks, matching the statement to the speaker) – 20% Reading and Use of English, part 1 (multiple choice, fill-in tasks, word formation, paraphrasing using the given word, multiple choice, adding the correct missing paragraph, matching the text) – 40%

### **Learning outcomes:**

Objectives and learning outcomes:

Based on the objectives declared in the profile of a#graduate, this course aims for a student to develop the following knowledge, skills, and competences:

Knowledge:

The student knows and understands the tendencies of the development of the contemporary English language, knows the principles and strategies of linguistic analysis of authentic English text, knows the differences and similarities in the structure and functions of linguistic resources. The student

<p>will become familiar with strategies for successfully passing the Cambridge Advanced test, the student will learn the format of testing. The student will learn C1 level grammatical and lexical structures to apply in Cambridge Advanced tests.</p> <p><b>Skills:</b></p> <p>The student will develop and deepen core language skills (reading comprehension, listening comprehension, writing and speaking) as well as the ability to paraphrase a text (e.g. Reading and Use of English, Part 4), work with vocabulary (e.g. Reading and Use of Language, Part 3). The student also understands the similarities, differences, and interferences between the native and target languages. The student will be able to identify information and work with it correctly in Cambridge Advanced test tasks.</p> <p><b>Competences:</b></p> <p>The student will become a competent user of the language at C1 level. The student will have developed the necessary skills and strategies to pass the Cambridge Advanced (C1) test, be able to argue, present and defend his/her opinions and attitudes appropriately, while accepting and respecting the opinions of others.</p>																				
<p><b>Class syllabus:</b></p> <p>Course contents:</p> <p>Main themes of the course:</p> <p>Cambridge Advanced Test, Listening Comprehension Parts 1–4, Reading Comprehension (Reading and Use of Language Parts 5, 6, 7), Writing, Speaking and Grammar combined with Vocabulary (Reading and Use of English Parts 1–4)</p> <p>Through the above, the student has developed the skills to communicate fluently in English in a variety of specific situations at C1 level. Due to the nature of the course content, the student has developed critical-analytical thinking, mainly focused on solving test problems, but also on standard communication. The student is able to generalise the methodology of the Cambridge Advanced examination and all its parts and to draw theoretical and practical didactical connections. In selecting appropriate materials for preparation for the Cambridge Advanced exam, the student will be able to analyse and evaluate teaching materials reflecting the teaching objective, the conditions and the particularities of the specific educational context.</p>																				
<p><b>Recommended literature:</b></p> <p>Compulsory reading:</p> <p>O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.</p> <p>Recommended reading:</p> <p>O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.</p> <p>The sources are available in Slovak bookstores and libraries.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>English, Slovak</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 122</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>36,07</td><td>0,0</td><td>28,69</td><td>14,75</td><td>6,56</td><td>12,3</td><td>1,64</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	36,07	0,0	28,69	14,75	6,56	12,3	1,64
A	ABS	B	C	D	E	FX														
36,07	0,0	28,69	14,75	6,56	12,3	1,64														
<p><b>Lecturers:</b> Mgr. Stephanie Wilbur</p>																				
<p><b>Last change:</b> 15.10.2023</p>																				



**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde024/22	<b>Course title:</b> Processing and interpretation of statistical data
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless. B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's	

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.

D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.

E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.

Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

### **Class syllabus:**

Brief outline of the course:

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

1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry 8. Estimates of the characteristics of the base set 9. Hypothesis testing 10. Semester project presentation						
<b>Recommended literature:</b> Recommended reading: CHAJDIK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0 NEUBAUER, J., SEDLAČÍK, M., KŘÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5 RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Lilla Koreňová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde024/22	<b>Course title:</b> Processing and interpretation of statistical data
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them. A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless. B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's	

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.

D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.

E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.

Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

### **Class syllabus:**

Brief outline of the course:

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

1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry 8. Estimates of the characteristics of the base set 9. Hypothesis testing 10. Semester project presentation						
<b>Recommended literature:</b> Recommended reading: CHAJDIK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0 NEUBAUER, J., SEDLAČÍK, M., KŘÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5 RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311						
<b>Languages necessary to complete the course:</b> slovak and czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Lilla Koreňová, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde021/22	<b>Course title:</b> Protection of cultural and natural heritage
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Two hours lecture and seminar/week, 22 hours total per semester, combined; (primarily full-time); 2PS (2 credits): 11 x 2 hours of direct teaching # 22 hours; 20 hours of preparation for mid-term assessment; 18 hours of preparation for seminar paper presentation. Total 60 hours of student work; Discussion of the topic covered; incident method; experiential methods; e-learning; monologue methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student works on a seminar paper during the semester, which is handed in at the end of the teaching part of the semester. In the seminar paper, the student/learner will prepare documents for such registration of a potential, movable or immovable cultural monument, where he/she will also give a brief history of the development of this type of monument and describe its uniqueness within the national history of Slovakia and Central Europe. At the end of the class, he/she will present his/her proposal in about 15 minutes in front of his/her classmates and the teacher. The seminar paper comprises 60% of the total grade. Presentation of the project, participation in discussions and problem solving during the semester comprise 40% of the total grade. A final grade of A requires a score of at least 91%, a grade of B requires a score of at least 81%, a grade of C requires a score of at least 73%, a grade of D requires a score of at least 66%, and a grade of E requires a score of at least 60%. To pass the course, a minimum of 60% marks is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding results, the student is familiar with the subject matter, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable and proficient in the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the issue, has learned, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),	



E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),  
Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)

**Learning outcomes:**

The student learns the key terminology in the course Protection of cultural and natural heritage and knows the importance of institutions dealing with this issue. The student/learner perceives the protection of cultural heritage as an integral part and interconnectedness of the human and natural environment. Knows the basic history of national parks and the development of tangible and intangible monuments in Slovakia. Can elaborate a brief proposal for inscription among the monuments and the reasons for inscription on the UNESCO World Heritage List. The student is familiar with the primary literature on particular topics and knows the importance of promotion and education of cultural and natural heritage. The course graduate can identify the essential architectural elements and therefore knows their terminology.

**Class syllabus:**

The course deals with the protection of cultural and natural monuments with emphasis on the territory of Slovakia. The individual categories of cultural heritage emphasise the starting point of the environment from which they draw spiritually and materially and in which they have developed historically.

- Introduction to the course "Protection of Monuments and Cultural Heritage". Familiarisation with the course, the course's organisational structure, and the assessment method.
- Organisations and institutions involved in the education and protection of monuments and cultural heritage in Slovakia, Europe and globally.
- Terms, glossaries and terminology used in the conservation of monuments.
- Castles and chateaux on the territory of Slovakia. Origin, development, transformation, disappearance, research and protection of these buildings.
- Development of towns in Slovakia - individual phases and periods of development of towns in the territory of Slovakia.
- The folk culture of Slovakia - traditions, customs, folklore, folk architecture, crafts...
- Regions of Slovakia - The most important monuments in individual historical regions of Slovakia and their development depending on the cultural and natural environment.
- Discussion with an employee of the Monuments Office of the Slovak Republic.
- Excursion.
- Natural monuments and their protection in Slovakia

**Recommended literature:**

Compulsory:

ZDECHOVANOVÁ, D. – BOCKOVÁ, A. – PÁNIK, P. (eds.): Inovatívne prístupy v ďalšom vzdelávaní učiteľov v oblasti kultúrneho a prírodného dedičstva. Metodická príručka. Bratislava : Strom života, 2006.

KAČÍREK, Ľ.: Kultúrne dedičstvo Slovenska. Bratislava : Muzeológia a kultúrne dedičstvo, o. z., 2016.

Recommended readings:

BEŇUŠKOVÁ, Z.: Ľudová kultúra. Bratislava : DAJAMA, 2010.

BOCKOVÁ, A. – BENEŠ, Z. – JESZKE, P. – TONKOVÁ, M.: Dejiny stredoeurópskeho priestoru a kultúrne dedičstvo stredoeurópskych štátov v študijnom (edukačnom) programe stredoeurópskych univerzít. In: Quo vadis, univerzitné vzdelávanie, veda a výskum na pedagogických fakultách? : v odboroch pripravujúcich učiteľov, logopédov, špeciálnych

pedagógov, sociálnych pracovníkov, liečebných a sociálnych pedagógov [elektronický zdroj]  
 Bratislava : Univerzita Komenského, 2011.  
 DVOŘÁKOVÁ, Viera: Svetové kultúrne dedičstvo UNESCO. Bratislava : DAJAMA, 2009.  
 DVOŘÁKOVÁ, V. – KOLLÁR, D.: Najkrajšie mestá. Bratislava : DAJAMA, 2007.  
 KOLLÁR, D. – NEŠPOR, J.: Hrady – najkrajšie zrúcaniny. Bratislava : DAJAMA, 2007.  
 KOLLÁR, D. – NEŠPOR, J.: Hrady a zámky. Bratislava : DAJAMA, 2008.  
 KRESÁNEK, P.: Slovensko – Ilustrovaná encyklopédia pamiatok: historická architektúrapamiatky výtvarného umenia, pamätihodnosti. Bratislava : Simplicissimus encyklopedia. 2014.  
 REŽNÁ, N. a kol.: Parky a záhrady. Bratislava : DAJAMA, 2010.  
 Audiovisual sources, documentary films.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
93,75	0,0	0,0	6,25	0,0	0,0	0,0

**Lecturers:** Mgr. Pavol Makyna, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde005/22	<b>Course title:</b> Psychological Aspects of Foreign Language Learning
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 1L+1S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 75 hours in total Direct teaching = 22 hours, preparation for continuous assessment = 22 hours, preparation of two seminar papers = 16 hours, preparation for the final assessment = 15 hours (final seminar paper = 8 hours, final test = 7 hours) Teaching methods: Explanation, work with scientific text, guided discussion, group work, brainstorming, heuristic methods, problem-solving tasks, application of theoretical knowledge in practice, introspective analysis of experiences, critical analysis of experienced teaching approaches	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (40%): 2 seminar papers - topics adapted to the group and their level of knowledge and educational-psychological thinking (2 x 20%) To be allowed to write a final test, students have to achieve min 60% of continuous assessment (=24%). Final assessment (60%): Final seminar paper: "My own learning styles and English language learning strategies" (developing metacognitive awareness) (20%) Final test is focused on acquired theoretical knowledge and its application to English language learning and teaching (40%) In the seminar papers learners present and justify their opinions underpinned by acquired theoretical knowledge, critical analysis of experienced teaching approaches and introspective analysis of	

their impact on the effectiveness of language learning as well as on their behaviour and personal development. In addition, some suggestions for effective interventions are provided.

Grading:

100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX

The final assessment reflects the level of students' knowledge, level of their pedagogical-psychological-linguistic thinking; skills to apply theoretical knowledge to the practice of foreign language teaching, analyse and solve problems; level of their presentation and argumentation skills, as well as their competences to utilize the knowledge for their professional and personal development in accordance with the principles of well-being.

Scale of assessment (preliminary/final): Continuous assessment (40%): 2 seminar papers - topics adapted to the group and their level of knowledge and educational-psychological thinking (2 x 20%) To be allowed to write a final test, students have to achieve min 60% of continuous assessment (=24%). Final assessment (60%): Final seminar paper: "My own learning styles and English language learning strategies" (developing metacognitive awareness) (20%) Final test is focused on acquired theoretical knowledge and its application to English language learning and teaching (40%) In the seminar papers learners present and justify their opinions underpinned by acquired theoretical knowledge, critical analysis of experienced teaching approaches and introspective analysis of their impact on the effectiveness of language learning as well as on their behaviour and personal development. In addition, some suggestions for effective interventions are provided.

### **Learning outcomes:**

Objectives and learning outcomes:

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

Knowledge:

Students acquire knowledge of the impact of relevant psychological disciplines on the methodology of English language teaching.

They acquire basic knowledge of the psychology of foreign language learning and teaching, and neurodidactics, which is essential for developing professional skills and personal characteristics of English language teachers; they understand its importance for humanistic education, as well as for solving problems reflecting individual differences of learners.

They understand learning mechanisms as well as the determining impact of cognitive and affective components on the effectiveness of language learning.

Skills:

Students can work with professional texts, critically analyse the latest findings and their relevance for English language teaching in Slovakia.

They develop their analytical-critical and pedagogical-psychological-linguistic thinking, which is fundamental for their pedagogical flexibility, creativity, empathy, and other personality characteristics.

They develop skills to apply acquired theoretical knowledge in foreign language teaching practice, analyse the sources of educational problems and suggest appropriate interventions.

They develop English language communicative competence (C1 level) and can fluently communicate about professional issues.

Competences:

Students develop their metacognitive awareness, autonomy, and effective self-study strategies; they are responsible for their professional development.

They develop their presentation and argumentation skills, ability to formulate, justify and defend their opinions and attitudes.

They develop professional and personal characteristics fundamental for humanistic teaching approaches and for solving educational problems reflecting social and ethical responsibility. They can effectively communicate in English, work in team, and cooperate in solving educational problems. They have predispositions to actively participation in professional events in foreign language education.

### **Class syllabus:**

Course contents:

Main themes of the course:

1. The Learner-centred approach – synthesising knowledge related to linguodidactics acquired in their previous study, students develop their skills to apply theoretical knowledge in foreign language teaching practice; they deepen their skills and competences fundamental for the humanization of foreign language teaching; they develop their presentation and argumentation skills in English as well as their cooperation and team-work skills.
  2. The basis of neurodidactics – brain-compatible foreign language learning – students learn about and understand the impact of neuroscience on the methodology of English language teaching, which is fundamental for the development of their professional skills.
  3. Individual and developmental learners' differences in foreign language learning (age, aptitude, intelligence, learning styles, learning strategies, personality, affective components) – students acquire basic knowledge in the psychology of foreign language learning and teaching; they understand the determining impact of cognitive and affective components on the effectiveness of language learning; they develop their analytical-critical and pedagogical-psychological-linguistic thinking, which is fundamental for their pedagogical flexibility, creativity, and empathy; they develop their metacognitive awareness and autonomy; they deepen their skills to work with professional sources, critically analyse information and evaluate its relevance for English language teaching in Slovakia.
  4. Psychological aspects of developing linguistic (grammar) competence – based on acquired theoretical knowledge, students understand the psychological mechanisms of foreign language grammar learning, they understand causal relationships and sources of pedagogical problems; they develop their skills to apply theoretical knowledge in pedagogical practice.
- Teaching these topics using the methods above significantly contributes to achieving the set goals and learning outcomes listed in the profile of a graduate.

### **Recommended literature:**

Compulsory readings:

LOJOVÁ, G. (2004). Teória a prax vyučovania gramatiky cudzích jazykov. Bratislava: Monitor Promotion.

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

LOJOVÁ, G. and VLČKOVÁ, K. (2011). Styly a#strategie vo výuce cizích jazyku. Praha: Portál.

Williams, M., Mercer, S. and Ryan, S. (2015). Exploring psychology in language learning and teaching. Oxford: OUP.

Recommended readings:

DÖRNYEI, Z. (2005). The Psychology of the Language Learner. Lawrence Erlbaum Associates, Publishers.

DÖRNYEI, Z. (2009). The Psychology of Second Language Acquisition. Oxford: OUP.

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

Williams, M. a Burden, R. (1997). Psychology for Language Teachers, Cambridge: CUP.

LOJOVÁ, G. (2021). Súčasné smerovanie v psychológii učenia sa a vyučovania cudzích jazykov. Philologia, 31, no. 1: 7–20. The publications are available in Slovak libraries and bookshops.						
<b>Languages necessary to complete the course:</b> English, Slovak, Czech						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 276						
A	ABS	B	C	D	E	FX
23,19	0,0	13,77	20,65	15,94	19,57	6,88
<b>Lecturers:</b> prof. PhDr. Gabriela Lojová, PhD.						
<b>Last change:</b> 14.10.2023						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde018/22	<b>Course title:</b> Psychological analysis of school educational situations
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for passing the course: 100% of continuous assessment Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments. A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school	

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.

A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.

Students after completing the course:

- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations

Upon completion of the course, students will be able to:

- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour

Students are competent after completing the course:

- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

### **Class syllabus:**

Brief outline of the course:

1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.



4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

### **Recommended literature:**

Compulsory reading:

BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton. 208 s., ISBN 978-80-7387-432-2

CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6

Recommended reading.

FONTANA, D. (2010). Psychologie ve školní praxi. Praha: Portál. 384 s. ISBN

978-80-262-0741-2

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOVÁ, L., SOKOLOVÁ,

L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN

978-80-223-3655-0

SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede?

Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online)

1338-0982. Compulsory reading:

BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton. 208 s., ISBN 978-80-7387-432-2

CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6

Recommended reading.

FONTANA, D. (2010). Psychologie ve školní praxi. Praha: Portál. 384 s. ISBN

978-80-262-0741-2

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOVÁ, L., SOKOLOVÁ,

L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN

978-80-223-3655-0

SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede?

Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online)

1338-0982.

ŠRAMOVÁ, B., DEPTOVÁ, T., HAMRANOVÁ, A., POLIAKOVÁ, E.. (2019). Násilie

v intímnych vzťahoch dospievajúcich. Metodika pre prácu v oblasti prevencie. Univerzita

Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

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

slovak and czech

### **Notes:**

subject with psychological focus, in the study plan marked

### **Past grade distribution**

Total number of evaluated students: 276

A	ABS	B	C	D	E	FX
83,7	0,0	8,7	2,54	0,72	1,09	3,26

### **Lecturers:**

<b>Last change:</b> 10.11.2022
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde018/22	<b>Course title:</b> Psychological analysis of school educational situations
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for passing the course: 100% of continuous assessment Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments. A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school	

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.

A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.

A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.

Students after completing the course:

- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations

Upon completion of the course, students will be able to:

- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour

Students are competent after completing the course:

- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

### **Class syllabus:**

Brief outline of the course:

1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

#### **Recommended literature:**

Compulsory reading:

BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton. 208 s., ISBN 978-80-7387-432-2

CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6

Recommended reading.

FONTANA, D. (2010). Psychologie ve školní praxi. Praha: Portál. 384 s. ISBN

978-80-262-0741-2

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOVÁ, L., SOKOLOVÁ,

L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN

978-80-223-3655-0

SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede?

Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online)

1338-0982. Compulsory reading:

BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton. 208 s., ISBN 978-80-7387-432-2

CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6

Recommended reading.

FONTANA, D. (2010). Psychologie ve školní praxi. Praha: Portál. 384 s. ISBN

978-80-262-0741-2

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVÍČOVÁ, K., SABOVÁ, L., SOKOLOVÁ,

L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN

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SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede?

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1338-0982.

ŠRAMOVÁ, B., DEPTOVÁ, T., HAMRANOVÁ, A., POLIAKOVÁ, E.. (2019). Násilie

v intímnych vzťahoch dospievajúcich. Metodika pre prácu v oblasti prevencie. Univerzita

Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

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

slovak and czech

#### **Notes:**

subject with psychological focus, in the study plan marked

#### **Past grade distribution**

Total number of evaluated students: 276

A	ABS	B	C	D	E	FX
83,7	0,0	8,7	2,54	0,72	1,09	3,26

#### **Lecturers:**

<b>Last change:</b> 10.11.2022
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde016/22	<b>Course title:</b> Religious studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level), B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level), C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level), D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies), E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies), Fx (59-0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning objectives and outcomes and transferable competences:	

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with an emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.

**Learning objectives:**

To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest in terms of both number of adherents and geographical representation.

**Class syllabus:**

Brief outline of the course:

1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

**Recommended literature:**

Compulsory reading:

ZAVIŠ, M. (2008). Repetitóriium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7

Recommended reading:

ELIADE, M. (1995). Dejiny náboženských predstáv a ideí I. Bratislava: Agora, 398 s., ISBN 80-967210-1-1

ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X

ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8

GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609

HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh., 134 s., ISBN 80-85241-64-1

KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2

KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.

KÜNG, H. (2007). Po stopách svetových náboženstiev. Brno: CDK. 179 s. ISBN 80-7325-059-4

ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0



ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 486

A	ABS	B	C	D	E	FX
37,24	0,0	30,45	15,43	6,17	7,41	3,29

**Lecturers:** Mgr. Michal Bizoň, PhD.

**Last change:** 27.02.2024

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde016/22	<b>Course title:</b> Religious studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required. The rating is awarded on a scale: A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level), B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level), C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level), D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies), E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies), Fx (59-0%, insufficient - extra work required). Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning objectives and outcomes and transferable competences:	

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with an emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.

Learning objectives:

To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest in terms of both number of adherents and geographical representation.

### **Class syllabus:**

Brief outline of the course:

1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

### **Recommended literature:**

Compulsory reading:

ZAVIŠ, M. (2008). Repetitóriium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7

Recommended reading:

ELIADE, M. (1995). Dejiny náboženských predstáv a ideí I. Bratislava: Agora, 398 s., ISBN 80-967210-1-1

ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X

ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8

GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609

HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh., 134 s., ISBN 80-85241-64-1

KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2

KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.

KÜNG, H. (2007). Po stopách svetových náboženstiev. Brno: CDK. 179 s. ISBN 80-7325-059-4

ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0

ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 486

A	ABS	B	C	D	E	FX
37,24	0,0	30,45	15,43	6,17	7,41	3,29

**Lecturers:** Mgr. Michal Bizoň, PhD.

**Last change:** 27.02.2024

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde011/22	<b>Course title:</b> Semantics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 50 hours in total Direct teaching = 22 h, home preparation (revision + homework) = 10 h, preparing for in-semester assignments = 3.5 h, theoretical-application test during the semester = 3.5 h, theoretical-application test at the end of the semester = 11 h Teaching methods: Monological methods (explanation), dialogical methods and practical methods (guided exercises and open communication situations), problem-based methods (creating mind maps on given topics), guided self-study (working with the text to identify and explain semantic problems)	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements Continuous assessment (100 percent): 10 home assignments in the form of exercises and short open-ended essay assignments. Each assignment is worth 2 percent. (20%) Theoretical-application test during the semester (20%) Theoretical-application test at the end of the semester (60%) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A (excellent performance): The student can independently respond to questions and complete assignments. The student is familiar with semantic theories and independently develops practical exercises. The student can independently identify and compare semantic categories in a text. Grade B (very good): The student can respond to questions and complete assignments with minimal assistance. The student is familiar with semantic theories and completes practical exercises with	

minimal assistance from the instructor or team. The student is able to identify and compare semantic categories in a text with minimal assistance.

Grade C (good): The student can respond to questions and develop assignments with assistance. The student is familiar with semantic theories and does practical exercises with the help of the teacher or the team. The student can identify and compare semantic categories in a text with help.

Grade D (satisfactory): The student can respond to questions and develop assignments with intensive help. The student is partially familiar with semantic theories and develops practical exercises with intensive help from the teacher or team... The student can identify and compare semantic categories in a text with intensive help.

Grade E (sufficient): The student can respond to questions and develop assignments with support and intensive help. The student is partially familiar with semantic theories but makes more serious errors. The student is able to identify and compare semantic categories in a text with support and intensive help from the teacher or the team.

Scale of assessment (preliminary/final): Continuous assessment (100 percent): 10 home assignments in the form of exercises and short open-ended essay assignments. Each assignment is worth 2 percent. (20%) Theoretical-application test during the semester (20%) Theoretical-application test at the end of the semester (60%)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills, and competences:

Knowledge:

The student masters the basic content of semantics and related disciplines and the fundamentals of semantic analysis; the student deepens his/her knowledge of the vocabulary of the English language, understands the importance of polysemy, and masters the fundamentals of lexical semantics, prototypical semantics, and understands the relationships between semantics and other linguistic disciplines (especially lexicology, morphology, and syntax). The student knows the semantic relations between lexemes and can apply them in communication. The student is familiar with the semantic literature and understands the trends in the development of the contemporary English language. The student knows the differences and similarities in the meanings and functions of language structures of the native (Slovak) and target (English) languages and understands the different interpretations of extralinguistic reality.

Skills:

The student can identify semantic relationships in a text. The student will be able to practically use neutral and stylistically marked vocabulary. The student can identify and correctly point out functional and semantic differences between English and Slovak, can work with interlingual relations and interpret different extralinguistic realities, can semantically analyse authentic English texts. The student is able to apply an extensive vocabulary at C1 level and has developed the skills to communicate fluently in English on semantic topics, knows how to use information and communication technologies and can look up the meanings of vocabulary in dictionaries and databases.

Competences:

The student has adequately developed analytical-critical thinking, can critically evaluate similarities and differences in the meanings of words, phrases and sentences, which allows him/her to use the acquired knowledge for his/her personal, professional and social development, is able to argue adequately, present semantic theories, can communicate effectively, cooperate and solve problems in a team, knows how to use Internet resources, can actively search for information in corpora, knows the principles and possibilities of the application of digital technologies.

**Class syllabus:**

Course contents:

Main themes of the course:

Typology of meaning, lexical semantics, semasiology and onomasiology, prototype theory, semantic word formation, semantics of figurative language, analysis of semantic fields, word linking, sentence semantics, pragmatics, speech act theory

The above knowledge will contribute to the overall readiness of the graduate for the teaching profession. The student is familiar with the basic content and methodology of semantics and related linguistic disciplines, he / she is familiar with the broader cultural and social contexts. The student is able to work with professional texts, is familiar with the semantic literature, can observe, and critically analyse various semantic topics and problems. The student is able to implement these problems in his/her pedagogical activities, especially with regard to lexical semantics and areas where semantics meets other linguistic or linguodidactic areas of inquiry. The student has developed the skills to communicate fluently in English in a variety of specific situations at C1 level. The student can communicate effectively on semantic problems and has adequately developed presentation and argumentation skills.

**Recommended literature:**

Compulsory readings

HURFORD, J. R. and HEASLEY, B. (1995). Semantics: A Coursebook. Cambridge University Press.

Recommended readings

CRUSE, D. A. (1986). Lexical Semantics. Cambridge University Press.

HATCH, E. and BROWN, C. (1995). Vocabulary, Semantics and Language Education. Cambridge University Press.

LYONS, J. (1995). Linguistic Semantics. An Introduction. Cambridge University Press.

The resources are available in the Slovak bookshops and libraries.

**Languages necessary to complete the course:**

English, Slovak

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

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
40,74	0,0	22,22	22,22	7,41	3,7	3,7

**Lecturers:**

**Last change:** 14.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde008/22	<b>Course title:</b> Seminar on Theory and Methodology of History Teaching
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week; total 22 hours per semester, full-time student workload: 2S (2 credits): 11 x 2 hours of direct instruction = 22 hours; 28 hours of seminar work on the subject matter with defence. Total 50 hours of student work. Educational methods: E-U-R (evocation-awareness-reflection); analysis and review of texts, iconic texts and educational materials; brainstorming; instruction; creation of educational aids, project method; problem-based learning method; teamwork; discussion of the subject task; chain discussion; SWOT analysis	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the intermediate verbal and scored marks. During the semester, the student reflects the content of the course's thematic focus by presenting the solved tasks and applying the E-U-R method. In the mid-term and final evaluation of the student's work output, the student receives feedback using verbal and team evaluation scores. SWOT analysis is applied in the final assessment. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D and at least 60 points for a grade of E. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student has a broad, compact knowledge in the specialised field of the discipline and can creatively and originally apply them in theoretical and practical contexts, is oriented in the current state of knowledge of borderline scientific disciplines, conceptually thinks in the creation of methodological (educational) materials, responsibly works independently and in groups, can actively acquire information and professionally communicate them and creatively apply them in solving problem tasks. He/she knows the latest trends in modern didactics of history and can consider the suitability of their application to history practice within the educational field of Human and Society. B (90-81%, very good - above average standard, the student is oriented in the issue, knows it, can independently acquire new knowledge, and solve professional tasks, but his/her critical,	



constructive thinking is borderline when analysing and assessing the planes of normative and reflective didactics),

C (80-73%, good - normal reliable work, although the student can orient himself in the problem, independently search and analyse information, can learn, but he cannot think critically and constructively enough, evaluate the issues solved, and apply the acquired knowledge creatively and conceptually in broader theoretical and practical contexts),

D (72-66%, satisfactory - acceptable results, the student can orientate himself in the problem at a basic level, his knowledge is fragmented and incomplete, and at a lower level of satisfaction, he also applies transferable knowledge of the field and related disciplines, in the area of factual, conceptual, procedural and metacognitive knowledge he shows more serious deficiencies),

E (65-60%, sufficient - the results meet the minimum criteria, the student can orient himself in the problem only with great difficulty, he knows only the most basic knowledge, he does not demonstrate the ability to think critically and does not apply the acquired knowledge in a systematic way to the solution of practical tasks),

Fx (59-0%, insufficient - additional work is required, the student cannot orient himself/herself in the problem, does not master the most basic knowledge, does not demonstrate the ability to argue and think critically)

### **Learning outcomes:**

By solving the continuously assigned tasks at the seminar, the student acquires the necessary competencies for the creative work of a history teacher. By completing the course, he/she will be able to evaluate historical events more comprehensively and process larger thematic units into more comprehensible, diverse "images" of the past - appropriate for understanding pupils of different age categories and mental maturity. Using concrete examples, it analyses the relationship between historical science and history and applies the transfer of theory to school practice.

### **Class syllabus:**

By analysing the topics, the student will gain knowledge about the theoretical and practical transformations of history educational practice and the possibilities of applying modern methods and strategies recommended for teaching and learning of pupils in primary and secondary schools. Through the creative activity, the student will gain intellectual, practical, and emotional experience and insight into the process of modernising history teaching.

The course content focuses on the following focal topics and activities:

- Discussion of the "big questions of history - the past for the future", the selection and updating of the history curriculum with emphasis on the aspect of interdisciplinary connections.
- The selection and interpretation of examples highlighting the specificities and peculiarities of history education in terms of the difficulty of acquiring historical knowledge. The teacher as a motivator of pupils' learning.
- Analysis and comparison of documents for teaching history from 1918 to 1993 on the territory of Czechoslovakia. Creation of reviews from a contemporary perspective.
- Graphical representations of models of history teaching in Slovakia since 1993 and current perspectives of history education.
- Analysis and discussion of the recommendations of the RE to the Ministers of Education of the Member States on the teaching of history in the 21st century.
- Didactical analysis of the curriculum and the functionality of linking local, national, and transnational history. Methodology of historical cognition, developing factual, conceptual, and procedural knowledge. Didactic analysis of the curriculum applied to a specific history curriculum.
- Creation of a timeline/axis with the graphic marking of contextual connections within the larger thematic unit being studied.

- Application of the method of multiperspectivity as one of the most challenging methods of history teaching (on a selected topic).
- Effectiveness of educational aids (techniques) in fixing knowledge (mind maps, historical and geographical maps, multimedia aids, infographics, etc.). Creation of concrete demonstrations (according to the choice of the activity) and argumentative justification of their functionality.
- Identifying the positives and negatives of the assessment process of pupils' performance in history lessons.
- Historical memory, myths and stereotypes - "the presence of the past", students' attitude towards history and the subject of History. Analysis of available findings of empirical research.

### **Recommended literature:**

#### Required reading:

- BOCKOVÁ, A.: Ako reflektujú slovenskí študenti dejepis a históriu? In: Verbum historiae, 2/2014.
- BOCKOVÁ, A.: Výučba dejepisu ako pedagogický problém (pohľad na funkčnosť dejepisného vzdelávania a funkčnosť faktografie). In: Verbum historiae 1. Prešov : Vydavateľstvo M. Vaška, 2009.
- ČAPEK, R.: Moderní didaktika dějepisu. Lexikon výukových a hodnoticích metod. Praha : Grada, 2015.
- HUMAJ, R. – BOHUNICKÁ, J: Z histórie spoločnosti. Bratislava: Raabe, 2018.
- JANČURA, M. – BOJKOVÁ, A. (ed.): Dejiny tvoríš ty! História, škola, verejný priestor. Košice: Univerzita Pavla Jozefa Šafárika, 2019.
- RYBENSKÁ, Klára: Moderní přístupy k výuce dějepisu. Hradec Králové : UHK, 2020.

#### Recommended reading:

- BAUMANN, E.: Koncepcia historickej empatie ako inovatívny prístup v didaktike dejepisu. In : Duchoňová, J.-Hošová, D.-Koleňáková, R.Š: (eds.): Inovatívne trendy v odborových didaktikách. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Nitra : Univerzita Konštantína Filozofa, 2019.
- BOCKOVÁ, A.: Empirický prieskum. Metodika stáže. Bratislava : Univerzita Komenského, 2021.
- BOCKOVÁ, A.: Konfrontácie vo výučbe súčasných dejín. In: I mlčení je lež. Ostrava : Občanské sdružení Pant, 2009.
- BURIAN, V.: Trendy, ktoré možno zatrasú školami. In: Dobrá škola, roč. 7, 2015, č. 3.
- HAVELKOVÁ, Lenka – HANUS, Martin: Rozvoj mapových dovedností ve výuce dějepisu. In: Geografické rozhledy, 2015, 24 (5), s. 14-15.
- JANČURA, M., BOJKOVÁ, A. (ed): Dejiny tvoríš ty! História, škola, verejný priestor. Košice: Univerzita Pavla Jozefa Šafárika, 2019.
- KMEŤ, M.: História a dejepis (Vybrané kapitoly z didaktiky dejepisu). Banská Bystrica : Univerzita Mateja Bela, 2017.
- LABISCHOVÁ, D.-GRACOVÁ, B.: Příručka k didaktice dějepisu, Ostrava : Ostravská univerzita v Ostrave, 2010.
- NÁVOJSKÝ, A.: Dejepis. In: Globálne vzdelávanie ZŠ. Metodická príručka pre učiteľky a učiteľov 2. stupňa ZŠ. Biológia, dejepis, výtvarná a hudobná výchova umením, geografia, občianska náuka. Bratislava: Človek v ohrození, o. z. 2014.
- Odporúčania RE ministrom školstva členských štátov pre výučbu dejepisu v 21. storočí. Bratislava : Informačná kancelária RE, 2001.
- SLÁDKOVÁ, K.: Virtuálna cesta Myjavou. In : Myjavský región v didaktických variáciách. Diplomová práca. Bratislava : Pedagogická fakulta UK v Bratislave, 2021. Dostupné na internete: <https://www.fedu.uniba.sk/sucasti/katedry/katedra-historie/dejepis-pre-21-storocie/>

STRADLING, R.: Multiperspektíva v dejepisnom vzdelávaní. Bratislava : Metodické centrum mesta Bratislavy, 2007.

TUREK, I.: Kľúčové kompetencie. Bratislava : Metodicko-pedagogické centrum v Bratislave, 2003.

Metodický pokyn č. 21/2011- na hodnotenie a klasifikáciu žiakov stredných škôl.

Metodický pokyn č. 22/2011- na hodnotenie a klasifikáciu žiakov základných škôl.

Učebnice dejepisu pre základné školy, gymnáziá a stredné školy;

Inovovaný Štátny vzdelávací program pre vzdelávaciu oblasť Človek a spoločnosť - dejepis, dostupný na: [www.statpedu.sk](http://www.statpedu.sk)

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 217

A	ABS	B	C	D	E	FX
50,23	0,0	35,48	10,6	0,92	0,0	2,76

**Lecturers:** Mgr. Ivana Dendys, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde017/22	<b>Course title:</b> Slovak political exile in the 20th century
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture and seminar/week, a total of 22 hours per semester, combined; (primarily full-time) Student workload: 2PS (2 credits): 11 x 2 hours direct instruction = 22 hours; 38 hours seminar preparation 38 hours of preparation for the seminar paper; 10 hours of preparation for the presentation of the seminar paper. Total 60 hours of student work. Learning methods: discussing the topic, problem-solving exercises, e-learning, and project methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the intermediate assessment. The student writes a seminar paper on Slovak political exile in the 20th century. The thesis must be based on relevant historical literature (at least ten sources) and include a historical-didactic dimension. To obtain a final grade of A, a minimum of 91 points is required, a grade of B at least 81 points, a grade of C at least 73 points, a grade of D at least 66 points and at least 60 points for an E grade. Credit shall not be awarded to students with less than 15 points in any of the four written examinations. Successfully passing the course requires a minimum of 60% of the course grade. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student is familiar with the subject matter, he/she has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is familiar with the subject, mastery of the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student knows his/her way around the issue, learns, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his knowledge is partial, he does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), E (65-60%, sufficient - results meet the minimum criteria, the student can orient only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice), Fx (59-0%, insufficient - extra work is required, the student cannot navigate the problem, does not know the most basic knowledge, and does not demonstrate the ability to think critically.	

**Learning outcomes:**

In the course, students will learn about a significant but little-treated phenomenon of the Slovak political exile. They will learn about the causes that led to the emergence of the exile and its waves of 1938/1939, 1945, 1948 and 1968. They will acquire knowledge that will enable them to navigate the complex issues of exile, its currents and personalities. They will be able to orient themselves in exile magazine and book production. They will be able to classify the phenomenon of the Slovak exile in a broader European and world context and compare it with the exiles of other nations.

**Class syllabus:**

The course introduces students to basic information about the Slovak political exile in the 20th century. It focuses on the key issues of this phenomenon, international contexts. It characterises the individual exile waves (1938-1939, 1945, 1948, 1968) and their personalities. It focuses on the following key themes:

- What is exile, the definition of the terms: migration, emigration and exile
- Since when can we talk about the Slovak political exile?
- Causes of exile and its intensity, countries where exile was directed
- The exile wave of 1938 and 1939 and its personalities, inclusion in the context of anti-fascist resistance
- The exile wave of 1945 and its personalities, inclusion in the context of post-war exiles from Central Europe
- The exile wave of 1948 and its personalities, Placement in context
- The significance of the exile waves in relation to the anti-communist resistance
- The 1968 exile wave and its personalities
- The interrelationships of the individual exile waves
- The church-oriented exile and its centres Rome, Cleveland, Cambridge (Ontario)
- Attitudes and evaluations of the exile by the domestic political regimes
- An assessment of the significance of the Slovak exile in the 20th century
- A review of the Slovak exile in the 20th century.
- How to teach about exile.

**Recommended literature:**

Compulsory readings:

JÁŠEK, P. (ed.): Politický exil z krajín strednej a východnej Európy. Motívy, stratégie, aktivity a perspektívy na Východe a Západe, 1945 – 1989. Bratislava : ÚPN, 2017.

ŠPETKO, J.: Slovenská politická emigrácia v 20. storočí. Praha : Danubius, 1994.

Recommended readings:

BERNADIČ, J. M.: O emigrantoch a utečencoch. Bratislava : Postscriptum, 2008.

BRAXÁTOR, F.: Slovenský exil 68. Bratislava : LÚČ, 1992.

CABADAJ, P.: Slovenský literárny exil. Martin : Matica slovenská, 2002.

CHOVAN-REHÁK, J. a kol.: Slovenský povojnový exil. Martin : Matica slovenská, 1998.

JÁŠEK, P. (ed.): Svetový kongres Slovákov v zápase proti komunistickému režimu. Bratislava : ÚPN, 2018.

KAPLAN, K.: Poúnorový exil 1948-49. Liberec : Dialog, 2007.

KRATOCHVÍL, J.: Český a slovenský exil 20. století. Brno : Meadow Art, 2003.

LIČKO, M.: Ako chutí cudzina. Bratislava : Kalligram, 1999.

PEŠEK, J.: Slovenský poválečný exil. Bratislava : Historický ústav SAV, 2011.

REPKA, V.: Rozhovory z diaľky. Martin : Matica slovenská, 2000.

ŠPETKO, J.: Líšky kontra ježe. Slovenská politická emigrácia 1948 – 1989. Bratislava : Kalligram, 2002.

**Languages necessary to complete the course:**

Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 115						
A	ABS	B	C	D	E	FX
86,96	0,0	8,7	1,74	0,87	0,87	0,87
<b>Lecturers:</b> prof. PhDr. Róbert Letz, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde012/22	<b>Course title:</b> Sociolinguistics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 56 hours in total Direct teaching = 22 h, home preparation for class (revision + homework) = 10 h, first continuous practical test = 7 h, second continuous practical test = 5 h, theoretical test = 12 h Teaching methods: Explanation of the material, individual practice of the sociolinguistic phenomena, pair work, didactic games, discussion of the topics, sociolinguistic analysis of short authentic texts, comparison of the sociolinguistic variability of linguistic units in different languages, strategies for the acquisition of socially, contextually and geographically determined lexis	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100 percent): 1. in-semester practical test (30 percent) 2. in-semester practical test (20 percent) Theoretical test (50 percent) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A (excellent): The student knows the different varieties and strata of language and can demonstrate the differences between them through a rich variety of practical examples, has a good command of the theoretical foundations of sociolinguistic research and can use them to design basic research parameters, can identify differences between language varieties in terms of social, situational and geographical variables, knows and can apply linguistic communicative functions, has a rich theoretical knowledge of sociolinguistics.	

Grade B (very good): The student knows the different varieties and strata of language and can demonstrate the differences between them on practical examples, knows the theoretical foundations of sociolinguistic research and can use them in designing the basic parameters of research, can identify the differences between language varieties in terms of social, situational and geographical variables, knows and can apply linguistic communicative functions, has extensive theoretical knowledge in the field of sociolinguistics.

Grade C (good): The student knows the different varieties and strata of language and can demonstrate the differences between them in some practical examples, knows the theoretical foundations of sociolinguistic research and can use them partially in designing the basic parameters of research, can identify the basic differences between language varieties in terms of social, situational and geographical variables, knows and can apply the basic linguistic communicative functions, has a good theoretical knowledge in the field of sociolinguistics.

Grade D (satisfactory): The student knows some varieties and strata of language and can demonstrate the differences between them on practical examples, knows the most basic principles of sociolinguistic research and can partially use them in designing the main parameters of research, can identify some differences between language varieties in terms of social, situational and geographical variables, knows and can apply some linguistic communicative functions, has a good theoretical knowledge in the field of sociolinguistics.

Grade E (sufficient): The student knows the basic varieties and strata of language and can demonstrate the differences between them on a small number of examples, knows the most basic principles of sociolinguistic research and can use them partially in designing the main parameters of research, can identify only some differences between language varieties in terms of social, situational and geographical variables, knows some linguistic communicative functions, has sufficient theoretical knowledge in the field of sociolinguistics.

Assessment conditions:

The overall assessment is conditioned by completing in-semester assignments with any result.

The student is allowed to ask for an extra date for the interim assessment tests if he/she has not attended the assessment for medical or other serious reasons but is not allowed to ask for the re-take of the interim assessment.

Scale of assessment (preliminary/final): Continuous assessment (100 percent): 1. in-semester practical test (30 percent) 2. in-semester practical test (20 percent) Theoretical test (50 percent)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills, and competences:

Knowledge:

The student will learn about the social aspects of language, understand the nature of language variability in terms of social variables (social class, age, gender, ethnicity, culture, etc.), situational variables (medium, field, style, genre, speaker relationship, etc.), and geographical variables, and acquire knowledge about the use and variability of contemporary English.

Skills:

The student knows the differences between different varieties and layers of language and can demonstrate them with practical examples, can design a basic procedure for the empirical investigation of a selected sociolinguistic variable, can correctly identify and use linguistic resources determined socially, situationally and geographically, can practically apply the acquired theoretical knowledge in the analysis of a coherent authentic text, can work with and critically analyse a professional text, can use the acquired knowledge in an appropriate and adequate way in pedagogical practice.

Competences:



<p>The student learns to work independently and as a team in solving sociolinguistic problems and tasks, is able to communicate on topics related to empirical research and linguistic variability, is able to search for and use digital resources and aids for his/her further independent development, is familiar with professional texts, is able to link the acquired theoretical knowledge with the subject of research in other linguistic fields, is able to apply the acquired knowledge in an appropriate way in practice.</p>																				
<p><b>Class syllabus:</b>  Course contents  Main themes of the course:  Relationship between language and society, language varieties, communicative competence, sociolinguistic research - variables and hypotheses, language and social variables, language and situational variables, language and geographical variables, functions of language  Through the above content, the student learns about the variability of languages, their structural-functional and sociolinguistically determined characteristics, learns the ways of applying theoretical knowledge through practical analysis of sociolinguistic phenomena, develops his/her communicative and sociolinguistic skills and vocabulary at the C1 level, can read professional literature in English, learns to work independently and as a team to solve linguistic issues and problems, and is prepared to apply the acquired knowledge and skills appropriately in pedagogical practice.</p>																				
<p><b>Recommended literature:</b>  Compulsory readings:  PAVLÍK, R. (2010). Exercises in Sociolinguistics. Bratislava: Z-F Lingua.  PAVLÍK, R. (2006). Elements of Sociolinguistics. Bratislava: Univerzita Komenského.  Recommended readings:  HOLMES, J. (2013). An Introduction to Sociolinguistics. 4th edition. London – New York: Routledge.  WARDHAUGH, R. and FULLER, J. M. (2015). An Introduction to Sociolinguistics. 7th edition. Malden – Oxford: Wiley-Blackwell.  These resources are available in Slovak libraries and/or bookstores.</p>																				
<p><b>Languages necessary to complete the course:</b>  English, Slovak</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b>  Total number of evaluated students: 150</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>34,67</td><td>0,0</td><td>16,67</td><td>14,67</td><td>13,33</td><td>17,33</td><td>3,33</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	34,67	0,0	16,67	14,67	13,33	17,33	3,33
A	ABS	B	C	D	E	FX														
34,67	0,0	16,67	14,67	13,33	17,33	3,33														
<p><b>Lecturers:</b> PaedDr. Peter Bojo, PhD.</p>																				
<p><b>Last change:</b> 14.10.2023</p>																				
<p><b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde026/22		<b>Course title:</b> Strategies for developing student creativity				
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Barbora Jaslovská, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD., doc. Mgr. Martin Kuruc, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde026/22			<b>Course title:</b> Strategies for developing student creativity			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Barbora Jaslovská, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD., doc. Mgr. Martin Kuruc, PhD.						
<b>Last change:</b>						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KAJL/M-ANGde030/22	<b>Course title:</b> Teaching Grammar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: Form of teaching: 2S Teaching mode: in-person, combined Scope (number of hours): 2 per week, 22 per semester Student workload: 50 hours in total Direct teaching = 22 hours, continuous home study = 17 hours, designing and preparing for microteaching of a lesson plan aimed at teaching a particular grammar structure inductively= 4 hours, essay writing = 3 hours, designing a test aimed at testing grammar = 4 hours Teaching methods: Brief explanation of the material, problem solving tasks and assignments, dialogical methods (debate, discussion, colloquium), brainstorming, mind-mapping, case studies, introspective analysis of students' own (pedagogical) experiences	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> none	
<b>Course requirements:</b> Course completion requirements: Continuous assessment (100 points/percent): Designing a lesson plan aimed at teaching a particular grammar structure inductively (30 points); creating appropriate teaching materials and aids for the lesson plan (10 points); an essay focused on presenting a student's own experience of learning and teaching grammar in which the experience is analysed critically evaluated, proposing suggestions for appropriate intervention based on the knowledge gained and reflection on the experience (30 points); designing a grammar test aimed at testing grammar based on a textbook accredited by the Ministry of Education and Science with regard to a particular ISCED and language level (30 points) Grading: 100 – 95% A, 94 – 89% B, 88 – 83% C, 82 – 77% D, 76 – 70% E, 69–0% FX Grade A (excellent performance): The student is able to independently create an English lesson plan by applying the inductive method, demonstrates an excellent level of analysis of grammar teaching	

and the methods applied in analysing his/her own experience, is able to independently determine the objectives of a grammar test, create it and justify his/her approach.

Grade B (very good): The student is able to create an English lesson plan by applying the inductive method with minimal help from the teacher, demonstrates an excellent level of analysis of grammar instruction and methods used in analysing his/her own experiences, is able to determine the objectives of a grammar test with minimal help from the teacher, create it and justify his/her procedure.

Grade C (good): The student, with the help of the teacher, is able to create an English lesson plan with minor errors by applying the inductive method of teaching grammar, demonstrates a good level of analysis of teaching grammar and the methods applied by analysing his/her own experience, is able to set the objectives of a grammar test with the help of the teacher, create it with minor errors and justify his/her procedure with the help of the teacher.

Grade D (satisfactory): The student, only with intensive help from the teacher and with more deficiencies, is able to create an English lesson plan by applying the inductive method. The student demonstrates a satisfactory level of analysis of the grammar teaching and methods applied with a greater number of shortcomings in the analysis of his/her own experience, can, with intensive help from the teacher, set the objectives of a grammar test, create it with minor errors and justify his/her approach with the help of the teacher.

Grade E (sufficient): The student can only partially create an English lesson plan by applying the inductive method with the support and intensive help of the teacher, can only partially analyse the methods of teaching grammar in AJ lessons based on his/her own experience, can set the objectives of a grammar test with the intensive help of the teacher, create it with a larger number of errors and partially justify his/her procedure.

Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Designing a lesson plan aimed at teaching a particular grammar structure inductively (30 points); creating appropriate teaching materials and aids for the lesson plan (10 points); an essay focused on presenting a student's own experience of learning and teaching grammar in which the experience is analysed critically evaluated, proposing suggestions for appropriate intervention based on the knowledge gained and reflection on the experience (30 points); designing a grammar test aimed at testing grammar based on a textbook accredited by the Ministry of Education and Science with regard to a particular ISCED and language level (30 points)

### **Learning outcomes:**

Objectives and learning outcomes:

From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:

Knowledge:

Students know the principles of pedagogical diagnosis necessary for designing a grammar test, they know various English teaching methods as well as digital technologies applied in English grammar teaching and learning taking into account developmental-psychological characteristics of learners. Students are familiar with recommended approaches and methods of English grammar teaching which are appropriate for pupils with special educational needs.

Skills:

Students are able to apply the acquired theoretical knowledge in English grammar teaching by designing their own lesson plans, are able to propose concrete solutions to problem situations that may arise in grammar lessons. Students are able to propose suggestions for appropriate intervention based on the acquired knowledge, are able to use digital technologies in order to make English grammar teaching more effective.

Competences:

Having developed and improved students' presentation and argumentation skills, they are able to present and justify actually implemented procedures in designing a particular grammar test. Students are able to evaluate their own experience of English grammar teaching and learning due to their metacognitive awareness.

**Class syllabus:**

Course contents:

Main themes of the course:

1. Theoretical foundations of English grammar learning and teaching and Johnson's Model – through brainstorming and mind mapping students present their findings, which is followed by a more in-depth introduction to the theoretical foundations of foreign language grammar teaching. Students analyse, compare and evaluate learning theories, linguistic theories and theories of language and grammar teaching and acquisition.
2. The role of grammar in different teaching methods (GTM, TPR, CLT, etc.); inductive and deductive approaches to grammar teaching; the role of grammar in communication – through discussions (based on previously acquired knowledge) students justify and evaluate the role of grammar in different methods, they reflect on how the view of grammar teaching has changed over time; through introspective analysis students evaluate their own experiences of English grammar learning and teaching and suggest suggestions for appropriate intervention.
3. Individual and developmental-psychological characteristics of learners in learning English grammar – students discuss ways of presenting and practising relevant grammar structures taking into account a particular age and language level as well as special educational needs of various groups of learners.
4. Pedagogical diagnosis applied in grammar assessment – through a short explanation of the curriculum students get acquainted with the basic principles of pedagogical diagnosis and the methods applied in assessing the level of acquisition of grammatical phenomena by learners, students design a grammar test aimed at testing selected grammar structures at a particular age group and language level. Students design solutions for different problem situations that may arise in grammar lessons.
5. Teaching English grammar to pupils with special educational needs by applying a multisensory approach – through group work students design activities for a selected grammar structure by utilising a multisensory approach and implementing appropriate information and communication technologies, students justify their approach.

**Recommended literature:**

Compulsory readings:

- HANKEROVÁ, K. (2015). Anglická gramatika pútavo a#komunikatívne. Aktivita pre primárne vzdelávanie. Bratislava: Z-F Lingua.
- HLAVA, T., ŠIPOŠOVÁ, M. and HANKEROVÁ, K. (2020). Vzťahy a#interakcie deklaratívnej a#procedurálnej roviny vo výučbe anglickej gramatiky. Bratislava: Univerzita Komenského v#Bratislave. (selected chapters)
- LOJOVÁ, G. (2004). Teória a#prax vyučovania gramatiky cudzích jazykov. Bratislava: Lingos.
- LOJOVÁ, G. a#kol. (2015). Deklaratívne a#procedurálne vedomosti vo výučbe anglického jazyka. Bratislava: Univerzita Komenského v#Bratislave. (selected chapters)
- PURPURA, J. E. (2013). Assessing Grammar. Cambridge University Press. (selected chapters)
- REPKA, R. and ŠIPOŠOVÁ, M. (2016). Communicative approach and the Teaching of English Language Means to Slovak Learners. Bratislava: Z-F Lingua. (selected chapters)
- ŠIPOŠOVÁ, M. and HANKEROVÁ, K. (2019). Communicative Activities for Teaching Grammar in Context. Bratislava: Z-F Lingua.

ŠIPOŠOVÁ, M. and JURÍKOVÁ, I. (2021). Výučba gramatiky angličtiny na úrovni A2 u#žiacov s#dyslexiou. Bratislava: UK v#Bratislave. [online]  
[https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5\\_OP\\_ludske\\_zdroje/metodiky\\_ucprax/kajl/AFX7\\_Vyucba\\_gramatiky\\_AJ\\_na\\_urovni\\_A2\\_u\\_ziakov\\_s\\_dyslexiou\\_Siposova\\_Jurikova.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kajl/AFX7_Vyucba_gramatiky_AJ_na_urovni_A2_u_ziakov_s_dyslexiou_Siposova_Jurikova.pdf)  
 Recommended readings:  
 KATZ, S. and BLYTH, C. (2009). What is grammar? In Katz, S. & Blyth, C., eds. AAUSC 2008 Volume, Conceptions of L2 grammar: Theoretical Approaches and their Application in the L2 Classroom (pp. 2–14). Boston, MA: Heinle Cengage Learning.  
 LOJOVÁ, G. (2014). Individuálne osobitosti pri učení sa cudzích jazykov I. Bratislava: Univerzita Komenského v#Bratislave.  
 NIJAKOWSKA, J. et al. (2014). Dyslexia for Teachers of English as a Foreign Language. DysTEFL2 materials.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
73,81	0,0	16,67	4,76	0,0	0,0	4,76

**Lecturers:** doc. PaedDr. Martina Šipošová, PhD.

**Last change:** 15.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde011/22	<b>Course title:</b> Teaching history in the 21st century
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week, total per semester 22 hours, attendance method 2S (2 credits): 11x 2 hours of direct teaching = 22 hours; 38 hours of preparation for the interim assessment; A total of 60 hours of student work. Connection of theoretical system analysis of current links between Historiography and Teaching History with a practical exercise of the possibilities of classical and newly emerging methods of school interpretation of History: moderated discussions on particular topics and the presented specific outputs of the seminar participants, systematically increased attention paid to student evaluations of works presented by their colleagues and mutual presentation of the most successful works of the participants of one group of the seminar to the participants of the other group, feedback also provided by individual contacts of the respective student's works with the lecturer.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100% of the interim assessment. The final forms of the students' three ongoing seminar outputs are submitted during the examination period. At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. To successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91%, excellent – excellent, outstanding results, the student actively demonstrates an entire analytical perception of all parts of the issue - i.e. questions of selecting and making historical topics available for history teaching education and presents his perception precisely and interestingly in his outputs assigned by the lecturer), B (90-81%, very good – above average standard, the student actively demonstrates his successful analytical skills in assessing selection questions and making historical topics accessible in School history, his argumentation regarding the possible paths of History Teaching in the 21st century, however, is sometimes not fully precise), C (80-73%, good – usual reliable work, the student moves safely in the area of reproducing the information obtained, but only with difficulty applies and synthesises the acquired knowledge when solving model situations of own outputs),	



D (72-66%, satisfactory - acceptable results, the student orients himself in the basic causal issues of both contexts, he rarely participates in discussions, his ability to independently present the issues of choosing historical topics for historical education and the issue of their functional accessibility is only superficial and considerably limited,

E (65-60%, sufficient - the results meet the minimum criteria, the student navigated the professional issue only with great difficulty and in a rigid manner, did not participate in the discussion on his initiative and could not formulate his view on solving specific questions of his future specialisations),

Fx (59-0%, insufficient – additional work is required, the student does not know how to navigate the issue, did not master most of the most basic information of the seminar, or the required outputs are also missing)

### **Learning outcomes:**

Graduates of the course can actively and systematically transpose specific historical topics representing national and transnational issues of European history (mainly Central European areas issues) to the current topics of history teaching while searching, analysing and comparing the existing modern domestic and foreign multimedia means of their teaching by simultaneously submitting and formally presenting their proposals for the inclusion of possible new topics in the teaching of history in the Slovak Republic and show ways of their practical teaching through the modern methodology and possible technologies. The outcome of the course should therefore be the completion of the professional training of the future teacher so that he moves with confidence in both levels of the professional side of his profession – in academic and school history.

### **Class syllabus:**

The relationship between historiography and history. Are the goals of academic and school historiography different?

- Current functionality of history. Common European and national problems of History Teaching
- From the "New History" in the historiography of the second half of the 20th century to the consequences: the history of the turn of the 20th/21st century. What is more important, "past" or "memory"? On specific examples of selected historical teaching topics.
- Chances and limits of digitised teaching of history (Digital technologies in reality.)
- "Edutainment" as a path or goal of modern history teaching - chances and limits (modulation computer games, possibilities of historical overlaps of pop music, literature, natural sciences)
- Possibilities of counterfactual history in History teaching
- Specifying the forms of student outputs, final presentations of works

### **Recommended literature:**

Compulsory:

CENTKOWSKI, J.: O formování evropského modelu školní historické výchovy. In: Historie a škola III. Praha : Ústav pro informace ve vzdělávání, 2006.

TONKOVÁ, M.: Dejepis na Slovensku v čase kultúrnej transformácie : problém historickej vedy i problém teórie vyučovania. In: Verbum historiae 2/2014.

TONKOVÁ, M.: Predstavy a realita - skúsenosti s digitalizáciou dejepisného učiva a dejepisnej výučby v Slovenskej republike In: Sborník prací Pedagogické fakulty

Masarykovy univerzity, řada společenských věd, roč. 25, č. 2, Brno 2011

Recommended readings:

TONKOVÁ, M.: Prítomnosť minulosti: slovenské učebnice dejepisu ako prameň pre výskum histórie a historickej pamäti – možnosti prípadových štúdií. In: Verbum historiae 1/2019.

COWLEY, R.. (ed.): Co by bylo, kdyby. Praha : Academia 2005.

FERRO, M.: Jak se vyprávějí dějiny dětem po celém světě. Praha : Academia 2019.

LIPTÁK, L.: Historické pojmy. In: Storočie dlhšie ako sto rokov, Bratislava : Kalligram 1999, 2011.

LIPTÁK, L.: Čo sú slovenské dejiny? Konflikt politiky a vedy. In: Storočie dlhšie ako sto rokov, Bratislava : Kalligram 1999, 2011.

Multimedia aids and teaching multimedia resources: The Map as History – a multimedia Atlas <https://www.the-map-as-history.com/>; videá MŠ VVaŠ SR viki(iedu.sk); historical videogames: Attentat 1942 (2017), Kingdom Come/Deliverance (2018).

Učebnice dejepisu SR pre ZŠ a gymnáziá vydané po r. 1989

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 123

A	ABS	B	C	D	E	FX
85,37	0,0	13,82	0,81	0,0	0,0	0,0

**Lecturers:** Mgr. Miriam Viršínská, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde005/22	<b>Course title:</b> Teaching practice 1 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 2t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

<p>Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.</p> <p>Final colloquium of Teaching practice 1 (A):</p> <p>The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.</p>																				
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4</p> <p>DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitelů. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6</p> <p>IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7</p> <p>KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4</p> <p>KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8</p> <p>KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6</p> <p>National curriculum for ISCED 2 and ISCED 3</p> <p>Pedagogical documentation according to subject specialization.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak, English and Czech (in the case of language subject approbations also the target language)</p>																				
<p><b>Notes:</b></p> <p>The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).</p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 1007</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>80,64</td><td>0,0</td><td>12,61</td><td>2,68</td><td>1,49</td><td>0,99</td><td>1,59</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	80,64	0,0	12,61	2,68	1,49	0,99	1,59
A	ABS	B	C	D	E	FX														
80,64	0,0	12,61	2,68	1,49	0,99	1,59														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde005/22	<b>Course title:</b> Teaching practice 1 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

### **Learning outcomes:**

Learning outcomes:

Learning objectives and outcomes and transferable competences:

The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

<p>Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.</p> <p>Final colloquium of Teaching practice 1 (A):</p> <p>The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.</p>																				
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4</p> <p>DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6</p> <p>IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľ'ov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7</p> <p>KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľ'stva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4</p> <p>KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľ'ské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8</p> <p>KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitel'ství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6</p> <p>National curriculum for ISCED 2 and ISCED 3</p> <p>Pedagogical documentation according to subject specialization.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak, English and Czech (in the case of language subject approbations also the target language)</p>																				
<p><b>Notes:</b></p> <p>The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).</p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 1007</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>80,64</td><td>0,0</td><td>12,61</td><td>2,68</td><td>1,49</td><td>0,99</td><td>1,59</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	80,64	0,0	12,61	2,68	1,49	0,99	1,59
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<p><b>Lecturers:</b> doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Eva Faithová, PhD., Mgr. Ivana Dendys, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Lucia Hlavatá, PhD., Ing. Eva Tóblová, PhD., PaedDr. Eva Smetanová, PhD.</p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde006/22	<b>Course title:</b> Teaching practice 1 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

<p>Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.</p> <p>Final colloquium of Teaching practice 1 (B):</p> <p>The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.</p>																				
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<p><b>Languages necessary to complete the course:</b></p> <p>Language required for the course:</p> <p>Slovak, English and Czech (in the case of language subject approbations also the target language)</p>																				
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<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 958</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>76,72</td><td>0,0</td><td>14,3</td><td>5,01</td><td>1,15</td><td>1,67</td><td>1,15</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	76,72	0,0	14,3	5,01	1,15	1,67	1,15
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76,72	0,0	14,3	5,01	1,15	1,67	1,15														
<p><b>Lecturers:</b></p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde006/22	<b>Course title:</b> Teaching practice 1 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 2t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

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FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

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Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.

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Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,

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<p>Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.</p> <p>Final colloquium of Teaching practice 1 (B):</p> <p>The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.</p>																				
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<p><b>Languages necessary to complete the course:</b></p> <p>Language required for the course:</p> <p>Slovak, English and Czech (in the case of language subject approbations also the target language)</p>																				
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<p><b>Lecturers:</b> doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Dominika Weisssová, PhD., Mgr. Lucia Hlavatá, PhD., Ing. Eva Tóblová, PhD., PaedDr. Eva Smetanová, PhD., prof. György Domokos, PhD.</p>																				
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## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde007/22	<b>Course title:</b> Teaching practice 2 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 3t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.



Final outcome stage: reflection on own preparation and teaching with the trainee teacher.  
 Final colloquium of teaching practice 2 (A):  
 The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 883

A	ABS	B	C	D	E	FX
80,52	0,0	14,84	2,94	0,91	0,34	0,45

**Lecturers:**

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde007/22	<b>Course title:</b> Teaching practice 2 (A)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 3t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.  
 Final colloquium of teaching practice 2 (A):  
 The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 883

A	ABS	B	C	D	E	FX
80,52	0,0	14,84	2,94	0,91	0,34	0,45

**Lecturers:** Mgr. Ľubica Horváthová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Lucia Hlavatá, PhD., PaedDr. Eva Smetanová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde008/22	<b>Course title:</b> Teaching practice 2 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 3t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.  
 Final colloquium of teaching practice 2 (B):  
 The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 826

A	ABS	B	C	D	E	FX
77,12	0,0	16,71	3,75	1,69	0,12	0,61

**Lecturers:** doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Dominika Weisssová, PhD., Mgr. Lucia Hlavatá, PhD., PaedDr. Eva Smetanová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde008/22	<b>Course title:</b> Teaching practice 2 (B)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 3t <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is completed by assessment (100% of the interim assessment). The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work. B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.	



C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.

D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.

E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.

FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.

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

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes and transferable competences:

The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.

After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

### **Class syllabus:**

Brief outline of the course:

Hospitalization activity:

Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.

Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.

Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.

Output activity:

Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,

Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.  
 Final colloquium of teaching practice 2 (B):  
 The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

**Recommended literature:**

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v přípravě učitel'a. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6

IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4

KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učiteľské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8

KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

Pedagogical documentation according to subject specialization.

**Languages necessary to complete the course:**

Slovak, English and Czech (in the case of language subject approbations also the target language)

**Notes:**

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

**Past grade distribution**

Total number of evaluated students: 826

A	ABS	B	C	D	E	FX
77,12	0,0	16,71	3,75	1,69	0,12	0,61

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde015/22	<b>Course title:</b> Textbook and educational resources creation and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale: A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning objectives and outcomes and transferable competences: After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching. They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.	
<b>Class syllabus:</b>	

<p><b>Brief outline of the course:</b></p> <p>Textbook as a specific type of teaching aid. Functions and structure of a textbook. Textbook production system and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.</p>																				
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.</p> <p>KNECHT, P., JANIK, T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.</p> <p>MAŇÁK, J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.</p> <p>MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.</p> <p>NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.</p> <p>PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>slovak and czech</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 76</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>93,42</td><td>0,0</td><td>1,32</td><td>1,32</td><td>0,0</td><td>0,0</td><td>3,95</td></tr> </table>							A	ABS	B	C	D	E	FX	93,42	0,0	1,32	1,32	0,0	0,0	3,95
A	ABS	B	C	D	E	FX														
93,42	0,0	1,32	1,32	0,0	0,0	3,95														
<p><b>Lecturers:</b> Ing. Mgr. Jozef Strakoš, PhD.</p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPg/M-VUZde015/22	<b>Course title:</b> Textbook and educational resources creation and evaluation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisite subjects: none Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment). During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale: A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning objectives and outcomes and transferable competences: After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching. They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.	
<b>Class syllabus:</b>	

<p>Brief outline of the course:</p> <p>Textbook as a specific type of teaching aid. Functions and structure of a textbook. Textbook production system and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.</p>																				
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<p><b>Languages necessary to complete the course:</b></p> <p>slovak and czech</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 76</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>93,42</td><td>0,0</td><td>1,32</td><td>1,32</td><td>0,0</td><td>0,0</td><td>3,95</td></tr> </table>							A	ABS	B	C	D	E	FX	93,42	0,0	1,32	1,32	0,0	0,0	3,95
A	ABS	B	C	D	E	FX														
93,42	0,0	1,32	1,32	0,0	0,0	3,95														
<p><b>Lecturers:</b> Ing. Mgr. Jozef Strakoš, PhD.</p>																				
<p><b>Last change:</b> 10.11.2022</p>																				
<p><b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde015/22	<b>Course title:</b> The Emergence, Development and Disintegration of the Soviet Bloc
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week, total per semester 22 hours, attendance method 2P (2 credits): 11x 2 hours of direct teaching = 22 hours; 10 hours of preparation for the interim assessment; 28 hours of preparation for the exam. A total of 60 hours of student work. Dialogic form of lectures, feedback - student reflection of the functionality of the information obtained at the end of the lectures, fixation of the presented information through two ongoing partial outputs), an exam in the form of a colloquium aimed at deepening the professional and communication skills of graduates and teamwork in the analysis of controversial topics.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 40% of the interim and 60% of the final assessment. The student prepares two partial outputs during the semester and takes an oral exam during the exam period. At least 91 points are required to obtain a final grade of A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who receives less than 15 points from any of the two written examinations. To successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91%, excellent – excellent, outstanding results, the student is thoroughly and safely oriented in the narrower and broader contexts of the issue, his individual written outputs precisely analysed and compared the relevant topic in the colloquium interview he demonstrates the desired professional and the communication approach B (90-81%, very good – above average standard, the student can orientate himself safely in the narrower and wider context of the issue, his individual written outputs are successful although not fully precise, he manages communication well in a team interview), C (80-73%, good – usual reliable work, the student knows how to navigate the issue, but cannot apply the acquired knowledge equally successfully in a team professional discussion), D (72-66%, satisfactory - acceptable results, the student knows how to orientate himself in the issue at a gapped basic level, controls rather partial factual data, written outputs are not adequate to the requirements of the context),	

E (65-60%, sufficient – the results meet the minimum criteria, the student knows how to navigate the issue only with great difficulty, he only has the most basic partial knowledge, his ability to independently summarise the presentation of any context in the professional colloquium is almost zero),

Fx (59-0%, insufficient – additional work is required, the student does not know how to navigate the issue, does not master the most basic knowledge, or lacks the required ongoing outputs)

### **Learning outcomes:**

The course aims to shed light on one of the most influential and the most complicated phenomena of the 20th Century development - the application of the totalitarian doctrine of communist socialism in the satellite states of the USSR in its essential milestones from the final operations of the Second World War to the collapse of the USSR. A graduate of the course can define the main problems and aspects of this development, from political and economic to the history of everyday life and is more precisely aware of the connection between the growth of this phenomenon and the development in Slovakia. This type of professional knowledge will create a specific background for his expected professional orientation as a teacher: it will enable him to move professionally in one of the most complicated and emotionally burning topics and, simultaneously, the least covered topics of Slovak History Teaching.

### **Class syllabus:**

- Political, economic and social analysis of the Soviet bloc development in the years 1944 – 1989: from its origin to internal degradation:
- Allied system of the USSR - the USSR and the formation of the so-called people's democracies at the beginning of the Cold War, the internal post-war development of the USSR and the consequences for the formation of stronger ties between the countries of the allied system, questions about the internal routing of countries under Soviet influence
- Stalinism and the first wave of crises in the countries of the communist bloc (Soviet state and society in 1948-1953). What is "Sovietization": the Soviet model in the countries of Central and Eastern Europe and the Yugoslav question.
- The welfare state of the second half of the 20th century in the practice of communist socialism – social and economic development of the Soviet bloc countries during the 1950s and 1960s, their standard features and specifics.
- The Yugoslav model of communism and its influence in the bloc.
- The Soviet bloc at the beginning of the third industrial revolution: the political and economic development of the USSR during the L. I. Brezhnev's time as a development from attempts to reform the system to the onset of neoconservatism; the consequences of neo-Stalinism (Brezhnevism) on the bloc countries (a new internal division of the "united" countries of the bloc).
- The collapse of the USSR and the collapse of the Soviet bloc - economic, social, political and ethical issues

### **Recommended literature:**

Compulsory:

MOULIS, V. – VALENTA, J. - VYKOUKAL, J.: Vznik, krize a rozpad sovětského bloku. Ostrava: Amosium 1991.

TONKOVÁ, M.: Nad súčasnými otázkami o komunistických koncepciách a predstavách o integrácii východnej Európy po druhej svetovej vojne) In: Integrované a dezintegrované procesy v strednej Európe v 20. storočí. - Bratislava : Veda SAV, 2008.

TONKOVÁ, M.: Balkánske krajiny v čase prvých povojnových parlamentných volieb. In: Prvé povojnové voľby v strednej a juhovýchodnej Európe. - Bratislava : Veda, 1998

Recommended readings:

VYKOUKAL, J. – LITERA, B. – TEJCHMAN, M.: Východ. Praha : Libri, 2000.



TONKOVÁ, M.: Zápas o interpretáciu komunistickej doktríny počas formovania a upevňovania politickej moci komunistických strán v balkánskom regióne. In: Stredná a juhovýchodná Európa v politike veľmocí: Sondy do vývoja 2. - Bratislava : Historický ústav SAV, 1994.

TONKOVÁ, M.: Balkánske krajiny v období formovania východného bloku. In: Stredná a juhovýchodná Európa: Sondy do vývoja v 40. rokoch. Bratislava : Historický ústav SAV, 1992.

Kol: Cesty k trhovému hospodárstvu. Bratislava : Ekonomický ústav SAV, 1993

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 53

A	ABS	B	C	D	E	FX
56,6	0,0	33,96	7,55	0,0	0,0	1,89

**Lecturers:** PhDr. Mária Tonková, CSc.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde022/22	<b>Course title:</b> The History of Science and Technology
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Two hours lecture and seminar/week, 22 hours total per semester, combined; (primarily full-time); 2PS (2 credits): 11x 2 hours of direct teaching # 22 hours; 20 hours of preparation for mid-term assessment; 18 hours of preparation for seminar paper presentation. Total 60 hours of student work; discussion of the topic; problem-solving, e-learning; project methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student works on a seminar paper during the semester, which is handed in at the end of the teaching part of the semester. The student will summarise the knowledge from the history of science and technology that he/she has acquired during the semester and propose a potential technical monument in Slovakia for the list of protected properties. The student will prepare documents for such a listing, including a brief history of the development of this type of monument and a description of its uniqueness within the industrial history of Slovakia and Central Europe. At the end of the class, he/she will present his/her proposal in front of his/her classmates and the teacher. The seminar paper will comprise 60% of the overall grade. Presentation of the project, participation in discussions and problem-solving exercises during the semester comprise 40% of the total grade. A final grade of A requires a score of at least 91%, a grade of B requires a score of at least 81%, a grade of C requires a score of at least 73%, a grade of D requires a score of at least 66%, and a grade of E requires a score of at least 60%. To pass the course, a minimum of 60% marks is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding results, the student is familiar with the subject matter, has mastered it, demonstrates a creative approach and the ability to think critically), B (90-81%, very good - above average standard, the student is knowledgeable and proficient in the subject matter, but critical thinking is borderline), C (80-73%, good - normal reliable work, the student does know his/her way around the issue, has learned, but cannot apply the knowledge gained to practice), D (72-66%, satisfactory - acceptable results, the student can orient himself/herself to the problem only at a basic level, his/her knowledge is fragmented, he/she does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),	

<p>E (65-60%, sufficient - the results meet the minimum criteria, the student can navigate the issue only with great difficulty, knows only the most basic knowledge, does not demonstrate the ability to think critically and cannot apply the acquired knowledge to practice),</p> <p>Fx (59-0%, insufficient - extra work is required, the student is unable to navigate the issues, does not master the most basic knowledge, does not demonstrate the ability to think critically)</p>
<p><b>Learning outcomes:</b></p> <p>Within the course, the student will learn key facts from the history of science and technology through Slovak technical monuments and their possible use in the pedagogical process at primary or secondary school. The student will be able to analyse the contribution of a potential technical monument and will know its unique position within the Slovak and Central European territories. He/she can also prepare expert material for assessing the registration among the monuments and knows the importance of the presentation of the monument to the general public.</p>
<p><b>Class syllabus:</b></p> <p>The course focuses on deepening the knowledge of monuments of technical character in Slovakia in the context of the history of science and technology. The student will get acquainted with the basic facts of the history of science and technology. As a future teacher, the student can communicate the acquired knowledge to pupils. The course will concentrate on the following key topics:</p> <ul style="list-style-type: none"> <li>- Introduction to the study of the history of science and technology. Essential milestones of historical development and categorisation of technical monuments.</li> <li>- Mills. Water, steam and haban mills in Slovakia.</li> <li>- Mining monuments. Development of the mining industry in Slovakia and technical monuments of metallurgical character.</li> <li>- Bridges. Bridge structures, their architecture and transport monuments in Slovakia.</li> <li>- Breweries and distilleries. Brewery and distillery monuments in the context of technical development in Slovakia and Central Europe.</li> <li>- Sugar refineries and saltworks. Sugar and salt processing plants as technical monuments of Slovakia.</li> <li>- Smelters. Ironworks monuments and their significance in the history of Slovakia.</li> <li>- Factories. Factory buildings of various orientations as jewels of Slovak technology.</li> <li>- Other Slovak technical monuments of various kinds. Observatories, granaries, power stations, etc.</li> </ul>
<p><b>Recommended literature:</b></p> <p>Compulsory:</p> <p>MLYNKA, L., HABERLANDOVÁ, K.: Technické pamiatky. Bratislava : Dajama, 2007.</p> <p>Recommended readings:</p> <p>ŠULLOVÁ, Z. (ed.): Zbierky dejín techniky I. Košice: Slovenské technické múzeum, 2015.</p> <p>ŠULLOVÁ, Z. (ed.): Zbierky dejín techniky I. Košice: Slovenské technické múzeum, 2016.</p> <p>ŠULLOVÁ, Z. (ed.): Múzeá vedy a techniky : zbierky dejín vedy a techniky III. : unikáty v zbierkach dejín techniky. Košice: Slovenské technické múzeum, 2017.</p> <p>BARTOŠÍKOVÁ, T. (ed.): Technické pamiatky – zbierky, výskum a nové využitie. Bratislava: Pamiatkový úrad SR, 2018.</p> <p>SARVAŠ, A. - LIPTÁK, M. -BEŇÁK, M.: Čierne diery: priemyselné pamiatky a zabudnuté miesta Slovenska. Bratislava: Čierne diery, 2018.</p> <p>Audiovisual sources, documentary films.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language</p>
<p><b>Notes:</b></p>

<b>Past grade distribution</b>						
Total number of evaluated students: 57						
A	ABS	B	C	D	E	FX
98,25	0,0	0,0	0,0	0,0	0,0	1,75
<b>Lecturers:</b> Mgr. Pavol Makyna, PhD.						
<b>Last change:</b> 10.11.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde001/22	<b>Course title:</b> Theory and Methodology of History Teaching
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours lecture/week; total 22 hours per semester, combined; (primarily full-time) Student workload: 2P (4 credits): 11 x 2 hours of direct instruction = 22 hours; 18 hours of preparation for ongoing discussion of the topic; 60 hours of exam preparation. Total 100 hours of student work. Learning methods: lecture; explanation; E-U-R (evocation-awareness-reflection); analysis of educational documents; discussion of the topic; SWOT analysis.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 30% of the interim and 70% of the final evaluation. During the semester, the student analyses and reflects on the content of each thematic and problem-oriented lecture, continuously discusses, formulates, and asks questions, applying the E-U-R method. The final assessment is practised after the oral examination. The student (after generating the topic/question) presents theoretical and practical knowledge of the field and discusses the key aspects of school history and the field of didactics. SWOT analysis is applied in the mid-term and final assessment. 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. Credit will not be awarded to students who obtain less than 15 points in the four written examinations. A score of at least 60% is required to pass the course. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student has profound knowledge in the specialised field of the discipline, understands the theories, methods and strategies of education and can integrate knowledge and apply it in theoretical and practical contexts, he is oriented in the current state of knowledge of history, didactics and borderline disciplines, he thinks conceptually, can actively acquire information and creatively (originally) apply it in solving problem tasks, knows the results of current empirical research in the field and responsibly solves problems independently and in teams, and can communicate professional conclusions and justifications of the problems solved, B (90-81%, very good - above average standard, the student is oriented in the issue, has mastery of it, can independently acquire new knowledge and solve professional tasks, but his critical, constructive thinking is borderline in analysing and assessing the planes of normative and reflexive didactics),	

C (80-73%, good - normal reliable work, although the student can orient himself in the problem, independently search and analyse information, can learn, but he cannot think critically and constructively enough, evaluate the issues solved, and apply the acquired knowledge creatively and conceptually in broader theoretical and practical contexts),

D (72-66%, satisfactory - acceptable results, the student can orientate himself in the problem at a basic level, his knowledge is fragmented and incomplete and at a lower level of satisfaction, he also applies transferable knowledge of the field and related disciplines, in the area of factual, conceptual, procedural and metacognitive knowledge he shows more serious deficiencies),

E (65-60%, sufficient - the results meet the minimum criteria, the student can orient himself in the problem only with great difficulty, he knows only the most basic knowledge, he does not demonstrate the ability to think critically and does not apply the acquired knowledge in a systematic way to the solution of practical tasks),

Fx (59-0%, insufficient - extra work is required, the student cannot navigate the problem, does not master the most basic knowledge, and does not demonstrate the ability to argue and think critically).

### **Learning outcomes:**

By completing the course, the student will be able to place the theoretical knowledge of didactics in the broader contexts of the conceptualisation of history in the past and present. Following the bachelor's studies, the student will be familiar with a wider range of diversified methods, strategic approaches and forms of modern history teaching and the possibilities of their application. The student can apply the principles of creating and designing pedagogical and didactic environments in his/her work; he/she knows the methodology of using empirical research in teaching history and can evaluate students' attitudes towards history and the study of history.

### **Class syllabus:**

Students will become familiar with selected issues in the theory and methodology of history, identify the requirements for teacher education, and gain knowledge about the application of methods and strategies recommended for teaching and learning in primary and secondary schools. They will gain an overview of the transformations of history teaching in Slovakia in European dimensions and can follow its conceptual changes.

The course content focuses on the following key topics:

- "The big questions of history - about the past for the future." The perception of interdisciplinary (interdisciplinary) contexts in the teaching of history,
- The specifics and peculiarities of history education in terms of the difficulty of acquiring historical knowledge, the personality of the teacher in the process of delivering content and the student learning process,
- A retrospective view of the teaching of history from 1918 to 1993 on the territory of Czechoslovakia, comparison and analysis of textbooks used in the school system of history education of the period in question,
- Models of teaching history in Slovakia since 1993 and current perspectives of history education, transformations of content and procedural aspects of teaching and learning.
- The European dimension in the teaching of history and the main trends in European didactics of history,
- Didactical analysis of the curriculum and the functionality of linking local, national, and transnational history. Methodology of historical cognition, development of factual, conceptual, and procedural knowledge,
- Methodology of teaching larger thematic units.
- "Multiperspectivity" as one of the most challenging methods of history teaching.
- Effectiveness of educational aids (techniques) in fixing knowledge (concept maps, historical and geographical maps, multimedia aids, infographics, etc.).

- Evaluation and assessment of pupils in history lessons, identification of problems.
- Historical memory, myths, and stereotypes - "the present of the past", students' attitude towards history itself and the subject of History. Conclusions of empirical research.

### **Recommended literature:**

Required reading:

BENEŠ, Z.-GRACOVÁ, B.-PRŮCHA, J.: Sondy a analýzy. Učebnice dějepisu – teorie a multikulturní aspekty edukačního média. Praha, 2008.

BOCKOVÁ, A.: Výučba dejepisu ako pedagogický problém (pohľad na funkčnosť dejepisného vzdelávania a funkčnosť faktografie). In: Verbum historiae 1. Prešov : Vydavateľstvo M. Vaška, 2009.

ČAPEK, R.: Moderní didaktika dějepisu. Lexikon výukových a hodnoticích metod. Praha : Grada, 2015.

FISCHER, R.: Učíme děti myslet a učit se. Praha, 2004.

KMEŤ, M.: História a dejepis (Vybrané kapitoly z didaktiky dejepisu). Banská Bystrica : Univerzita Mateja Bela, 2017.

KRATOCHVÍL, V.: Metafora stromu ako model didaktiky dejepisu k predpokladom výučby. Bratislava : Raabe, 2019.

LABISCHOVÁ, D.-GRACOVÁ, B.: Příručka k didaktice dějepisu, Ostrava : Ostravská univerzita v Ostrave, 2010.

Recommended reading:

BOCKOVÁ, A.: Empirický prieskum. Metodika stáže. Bratislava : Univerzita Komenského, 2021.

BOCKOVÁ, A.: Ako reflektujú slovenskí študenti dejepis a históriu? In: Verbum historiae, 2/2014.

BOCKOVÁ, A.: Dejepisné vzdelávanie je hodnototvorný proces. In: Vita historiae dedicata, Bratislava : Univerzita Komenského, 2018.

BOCKOVÁ, A.: Obrazy priestorovej perspektívy slovenského územia v učebniciach dejepisu. In : Letz, R. a kol: Slovenské územie v historickom kontexte. Bratislava : Matica slovenská, 2017.

KÁZMEROVÁ, Ľ.: Premeny v školstve a vzdelávaní na Slovensku (1918 -1945), Bratislava : HÚ SAV, 2012.

KLÍMA, B. a kol: Mládež a dejiny. Brno : Masarykova univerzita, 2001.

LETZ, R.-MAKYNA, P. a kol.: Rok 1918 v historickej pamäti Slovenska a strednej Európy. Bratislava : Matica slovenská, 2020.

OTČENÁŠOVÁ, S.: Schválená minulosť. Kolektívne identita v československých a slovenských učebniciach (1918 – 1989). Košice : UPJŠ, 2010.

PETLÁK, E.: Súčasnosť a perspektívy didaktiky. In : Duchoňová, J.-Hošová,D.-Koleňáková, R.Š: (eds.): Inovatívne trendy v odborových didaktikách. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Nitra : Univerzita Konštantína Filozofa, 2019.

RÖTLING, Gustáv: Hodnotenie učebnej činnosti žiakov. Banská Bystrica: Metodické centrum, 1997.

STRADLING, R.: Vyučovanie európskej histórie dvadsiateho storočia. Bratislava : Metocké centrum mesta Bratislavy, 2002.

STRADLING, R.: Multiperspektíva v dejepisnom vzdelávaní. Bratislava : Metodické centrum mesta Bratislavy, 2007.

SWAINOVÁ, H. (ed.): Velké otázky historie. Praha : Národní divadlo, 2006.

TUREK, I.: Klúčové kompetencie. Bratislava : Metodicko-pedagogické centrum v Bratislave, 2003.

ZDECHOVANOVÁ, D., BOCKOVÁ, A., PÁNIK, P. (eds.): Inovatívne prístupy v ďalšom vzdelávaní učiteľov v oblasti kultúrneho a prírodného dedičstva. Metodická príručka. Bratislava: Strom života, 2006.

Učebnice dejepisu pre základné školy, gymnáziá a stredné školy

Inovovaný Štátny vzdelávací program pre vzdelávaciu oblasť Človek a spoločnosť - dejepis, dostupný na: [www.statpedu.sk](http://www.statpedu.sk)

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 236

A	ABS	B	C	D	E	FX
38,98	0,0	31,36	15,68	7,2	2,97	3,81

**Lecturers:** Mgr. Ivana Dendys, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.



## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde012/22		<b>Course title:</b> Training of teachers' social skills				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 24s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2., 4.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 120						
A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17
<b>Lecturers:</b> doc. Mgr. Martin Kuruc, PhD.						
<b>Last change:</b> 22.04.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Education						
<b>Course ID:</b> PdF.KPg/M-VUZde012/22		<b>Course title:</b> Training of teachers' social skills				
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week:</b> <b>per level/semester:</b> 24s <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 120						
A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17
<b>Lecturers:</b> doc. Mgr. Martin Kuruc, PhD.						
<b>Last change:</b> 22.04.2022						
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KH/M-HISde025/22	<b>Course title:</b> Work with educational media
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours seminar/week; total 22 hours per semester, combined; (primarily full-time) student workload: 2S (2 credits): 11 x 2 hours of direct instruction = 22 hours; 28 hours of portfolio development and reflection on lecture topics and final colloquium. Total of 50 hours of student work. Educational methods: E-U-R (evocation-awareness-reflection); explanation; instruction; content analysis of educational media; review; chain discussion on the topic; problem-solving and assignment/project development; SWOT analysis.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 100 % of the intermediate verbal and scored marks. During the semester, the student analyses and reviews educational media, reflects on their functionality in the academic environment, analyses the content and thematic focus of print and digital aids, creates proposals and presents development trends in the creation of educational media, applying the E-U-R method. The individual outputs of the thesis are collectively verbalised and scored. The final assessment is by discussion/colloquium and summation of the points obtained. The SWOT analysis method is applied in the evaluation. 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. Credit will not be awarded to students who obtain less than 15 points in any of the four written examinations. A score of at least 60% is required to pass the course. The grade is awarded on a scale: A (100-91%, excellent - excellent results, the student can integrate and compatibly apply acquired knowledge and skills in a specialised area of expertise, can practice general and subject competencies in working with educational media, thinks conceptually, searches for new information, and approaches individual and teamwork responsibly. He/she can critically review and apply knowledge in applications for the development of the field (history itself, subject history, history didactics), B (90-81%, very good - above average standard, the student is oriented in the issue, mastering it, he can independently acquire new knowledge and solve professional tasks, but his critical, constructive thinking is borderline when analysing and assessing the planes of normative and reflexive didactics),	

<p>C (80-73%, good - normal reliable work, although the student can orient himself in the problem, he can independently search and analyse the information, he can learn, but he cannot think critically and constructively enough, he evaluates the solved problems, and apply the acquired knowledge creatively and conceptually in broader theoretical and practical contexts),</p> <p>D (72-66%, satisfactory - acceptable results, the student can orientate himself in the problem at a basic level, his knowledge is fragmented and incomplete, and at a lower level of satisfaction, he also applies transferable knowledge of the field and from related disciplines, he shows more severe deficiencies in the area of factual, conceptual, procedural and metacognitive knowledge),</p> <p>E (65-60%, sufficient - the results meet the minimum criteria, the student can orient himself in the problem only with great difficulty, he knows only the most basic knowledge, he does not demonstrate the ability to think critically and does not apply the acquired knowledge in a systematic way to the solution of practical tasks),</p> <p>Fx (59-0%, insufficient - additional work is required, the student cannot orient himself/herself in the problem, does not master the most basic knowledge, does not demonstrate the ability to argue and think critically)</p>
<p><b>Learning outcomes:</b></p> <p>The student will gain theoretical knowledge of modern didactics of history, European trends, and recommendations for contemporary history by completing the course. The student will gain an overview of the modernisation of teaching history in Slovakia and the functionality of the didactic system of history. Analyse partial problems of modern history didactics and the results of empirical research in contemporary school practice. He is also oriented in the creation of teaching media and the process of critical assessment of educational materials and programmes.</p>
<p><b>Class syllabus:</b></p> <p>Students will become familiar with selected problems of modern didactics of history, identify requirements for teacher education, and gain knowledge about the application of methods and strategies recommended for teaching and learning pupils in primary and secondary schools. They will gain an overview of the modernisation of history teaching in Slovakia and the requirements for the functionality of the didactic system in educational practice.</p> <p>The course content focuses on the following key topics:</p> <ul style="list-style-type: none"> <li>- "Object didactics" and its function in historical education.</li> <li>- Methodology of analysis and assessment of educational media, educational programs, recommended literary and pictorial genres suitable for the academic field: Human and society.</li> <li>- Criteria for the creation and analysis of history textbooks and workbooks.</li> <li>- Application of ethical and social responsibility in presenting knowledge and opinions.</li> <li>- The teacher from the perspective of the creator of educational media and active curriculum project developer.</li> <li>- Principles of working with multimedia aids in history teaching.</li> <li>- History online, online archives as a source of historical sources.</li> <li>- Limits of the virtual world.</li> <li>- Museum exhibits "speak to us".</li> <li>- Recollective memory - eyewitness accounts (reliability of recollective optimism/pessimism (oral history).</li> </ul>
<p><b>Recommended literature:</b></p> <p>Required reading:</p> <p>BENEŠ, Z., GRACOVÁ, B., PRŮCHA, J.: Sondy a analýzy. Učebnice dějepisu – teorie a multikulturní aspekty edukačního média. Praha, 2008.</p>

BOCKOVÁ, A.: Obrazy priestorovej perspektívy slovenského územia v učebniciach dejepisu. In : Letz, R. a kol: Slovenské územie v historickom kontexte. Bratislava : Matica slovenská, 2017.

BOCKOVÁ, A.-GÁPA, M.: Možnosti transferu historických poznatkov (múzejných zbierok) do edukačného procesu. In: Muzeológia a kultúrne dedičstvo I. 6/2018.

ČAPEK, R.: Moderní didaktika dějepisu. Lexikon výukových a hodnoticích metod. Praha : Grada, 2015.

STRADLING, R.: Vyučovanie európskej histórie dvadsiateho storočia. Bratislava : Metocké centrum mesta Bratislavy, 2002.

Recommended reading:

JUŠČÁKOVÁ, Z.: Hodnotenie kvality učebníc učiteľmi

Dejepis pre 5. – 9. ročník ZŠ a osemročné gymnáziá. Správa z výskumnej sondy. Bratislava : ŠpÚ, 2020.

KMEŤ, M.: História a dejepis (Vybrané kapitoly z didaktiky dejepisu). Banská Bystrica : Univerzita Mateja Bela, 2017.

LABISCHOVÁ, D.-GRACOVÁ, B.: Příručka k didaktice dějepisu, Ostrava : Ostravská univerzita v Ostrave, 2010.

SLÁDKOVÁ, K.: Virtuálna cesta Myjavou. In : Myjavský región v didaktických variáciách. Diplomová práca. Bratislava : Pedagogická fakulta UK,, 2021. Dostupné na internete: <https://www.fedu.uniba.sk/sucasti/katedry/katedra-historie/dejepis-pre-21-storocie/>

STRADLING, R.: Multiperspektíva v dejepisnom vzdelávaní. Bratislava : Metodické centrum mesta Bratislavy, 2007.

TUREK, I.: Klíčové kompetence. Bratislava : Metodicko-pedagogické centrum v Bratislave, 2003.

Učebnice dejepisu pre základné školy, gymnáziá a stredné školy;  
Inovovaný Štátny vzdelávací program pre vzdelávaciu oblasť 'Človek a spoločnosť' - dejepis, dostupný na: [www.statpedu.sk](http://www.statpedu.sk)

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
71,43	0,0	19,05	9,52	0,0	0,0	0,0

**Lecturers:** Mgr. Ivana Dendys, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KP/M-VUZde027/24	<b>Course title:</b> Študentská vedecká, odborná a umelecká činnosť 1
<b>Educational activities:</b> <b>Type of activities:</b> <b>Number of hours:</b> per week:   per level/semester: <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b>	
<b>Learning outcomes:</b>	
<b>Class syllabus:</b>	
<b>Recommended literature:</b>	
<b>Languages necessary to complete the course:</b>	
<b>Notes:</b>	
<b>Past grade distribution</b> Total number of evaluated students: 4	
ABS	M
100,0	0,0
<b>Lecturers:</b>	
<b>Last change:</b> 20.02.2025	
<b>Approved by:</b> prof. PhDr. Gabriela Lojová, PhD., prof. PhDr. Róbert Letz, PhD., prof. PhDr. Mária Potočárová, PhD.	